DOCUMENT RESUME

ED 173 620 CE 022 215

AUTHOR Ricketts, Samuel Clifton, Ed.
TITLE Administration and Supervision of Area Vocational-Technical Schools in Tennessee. Topics of Interest: Volume I.
INSTITUTION Middle Tennessee State Univ., Murfreesboro.
PUB DATE 79
NOTE 121p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Advisory Committees; *Area Vocational Schools; *Educational Finance; Federal Aid; *Power Structure; *School Administration; School Supervision; *Vocational Counseling
IDENTIFIERS *Program Articulation; *Tennessee

ABSTRACT

This document includes seven papers aimed at administrators of postsecondary schools, especially in Tennessee. Topics which are addressed are the problems and concerns of supervision; informal power structure in vocational education; program articulation; effective use of advisory councils in area vocational-technical schools; occupational counseling in these schools; various federal funds for student support in Tennessee area vocational-technical schools; and purchasing and budgeting within these schools. A brief history of area vocational-technical schools in Tennessee is presented, along with discussions of their accreditation, philosophy, purposes, and objectives. (CT)

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ADMINISTRATION AND SUPERVISION
of
AREA VOCATIONAL-TECHNICAL SCHOOLS
in
TENNESSEE

TOPICS OF INTEREST: VOLUME I

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1979

CE 022 215

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PREFACE

The papers included within the seven chapters of this compilation may be of special interest to personnel involved in area vocational-technical schools within the state of Tennessee. Five of the seven chapters are written by people who are directly involved with the subject matter. In other words, the chapters are written from a practical point of view. The first two chapters provide some general information to administrators and supervisors, but the other five chapters are more specific in nature.

Chapter 1 was written by Thomas Coats, a full-time graduate student. This chapter addresses some of the problems and concerns of supervision. Chapter 2 was written by the editor, Cliff Ricketts, Assistant Professor and member of the faculty in the Vocational-Technical Education Program at Middle Tennessee State University. This chapter emphasizes that being an effective administrator in vocational education requires an awareness of informal power structure. Chapter 3 was written by Wallace Burke, Chief of Administrative Services for the Division of Vocational-Technical Education, State of Tennessee. This chapter addresses program articulation, an issue that is increasingly becoming one of the major concerns of vocational education within the state. Chapter 4, by Jimmy Thompson, Superintendent, Area Vocational School in Murfreesboro, Tennessee, is on the effective use of advisory councils in the area vocational-technical schools. Janie Molder, first guidance counselor in the Area Vocational Schools in Tennessee, is the author of chapter 5, which concerns occupational counseling in the area vocational-technical schools. Chapter 6 was written by C.N. Nunley,

Assistant Superintendent of the McMinnville Area Vocational-Technical School. This chapter presents the various federal funds for student support in Tennessee area vocational-technical schools, with the McMinnville Area Vocational-Technical School as an example. Chapter 7 discusses purchasing and budgeting within the area vocational-technical school system. Ernest Arthur McAdams, Jr., Director of Purchasing for the Shelbyville, Tennessee Area Vocational-Technical Schools is the author of this chapter.

Most of this book is written by personnel who are on the "front lines." The book is intended to be practical. It is hoped that all or selected chapters of this book will be helpful to educators and administrators in effectively and efficiently educating the area vocational-technical school students of Tennessee.

INTRODUCTION

Throughout his existence, man has engaged in purposeful activity. From prehistoric time, work has been a crucial factor in social organization. Work is seldom, if ever, only a means by which an individual sustains life. Work has many other functions of equal or sometimes greater importance to both society and to the individual. For example, work is one of the functions through which the individual relates to society. It provides him, and often his family, with status, recognition, affiliation, and similar psychological and sociological products essential for his participation in a complex society.

There are two aspects of the man-work relationship that are of major concern to the staff at the area schools. The first is the induction process by which the individual prepares for, enters, and assumes a place in the world of work. We call this preparatory training. The second is a readjustment process by which some individuals are assisted in re-entering the world of work or up-dating their skills to bring greater satisfaction; and is referred to as supplementary training.

BRIEF HISTORY OF AREA VOCATIONAL-TECHNICAL SCHOOLS IN TENNESSEE

The contract for the first building was awarded in February, 1964, and by July, 1978, 30 schools were offering occupational training. This progress is in fulfillment of the expressed intent of the General Assembly that ultimately there would be an area school, or schools, within reasonable commuting distance of every citizen.

Each Area Vocational-Technical School is an educational center designed to serve both youth and adults from a broad geographic area by providing technical instruction and skill training in trade, technical, and other occupations. The instructional program is designed to prepare persons for employment and to upgrade the skills and knowledge of persons who have already entered the labor force.

All of the area schools are housed in new and functionally modern buildings. Classroom/laboratory units have been designed to approach as nearly as possible the actual work situation and equipment being used in the occupation.

ACCREDITATION

All State Area Vocational-Technical Schools, who have been in operation long enough to gain accreditation, hold membership in the Southern Association of Colleges and Schools, Commissions on Occupational Education Institutions. The newer schools have applied for candidacy.

PHILOSOPHY

The basic philosophy of the State Area Vocational-Technical Schools is that every citizen should have the privilege and opportunity to reach as high a station in life as he is capable of reaching or desires to reach. Recognizing that all people do not have the same background, abilities, or desires and therefore cannot be fitted into the same mold, the objective of the area schools is that each student is treated as an individual. Individualized, self-paced instruction is utilized to the maximum in all programs. Our school policy provides that a student may enter a program when a vacancy occurs, start training at his own level, and progress at his own rate to the level he desires within the limitations of the school. Individualized, self-paced instruction provides the student with the highest quality instruction possible in the occupational area of his choosing.

The philosophy is further subscribed to that the mere development of specific skills and knowledge in an individual is not sufficient. Human relations in the areas of effectiveness, character development, reliability, honesty, employer-employee relationship, and a spirit of cooperativeness are considered sound ingredients and are included in each program of instruction.

The primary purpose of the State Area Vocational-Technical School is to meet more adequately the occupational and technical training needs of citizens and residents of these areas including employees and future employees of existing and prospective industries and business of the state.

PURPOSES

In order that the philosophy may be reached, the following purposes are met:

1. To serve both youth and adults from the area by providing technical instruction and skill training in trade and industrial, technical and other occupations.

2. To meet more adequately the occupational and technical training needs of the citizens and residents of the area.

3. To meet the needs of industry by providing a training and upgrading for employed workers of existing and prospective industries.

OBJECTIVES OF AREA VOCATIONAL-TECHNICAL SCHOOLS

In order that the institution may assure itself that the basic philosophy and purposes of the school are carried out, the schools have set forth the following objectives:

1. Every trainee must have an employment objective; and in every instance, an attempt is made to place the student in the training area in which he is most likely to succeed.

2. Courses are designed to be practical, intensive, and to assist students in meeting job entry requirements.

3. Instruction is offered on an individual basis, allowing an individual to proceed as fast as his abilities will permit.

4. Courses are planned to develop the necessary job skills, knowledge, and attitudes in securing and holding a job, and qualifying for advancement.

5. Supplementary and part-time courses are offered to upgrade and cross-train employed workers so that they may advance in their fields of employment.

CHAPTER 1

PROBLEMS AND CONCERNS OF SUPERVISION

Thomas Coats

Giving Orders

One of the problems of concern in supervision is that giving orders is not easy. At first thought, there does not seem to be much to telling people to do things, but there is. Chances are that the supervisor is an industrious person, and he is more likely to tackle a job himself rather than to direct the efforts of others. Today, our society is too complex for a person to exist on his own; we all have to rely on the services of others. The human problem is far more delicate and difficult to handle than any production problem.

Orders are most effective when care is used in selecting the person most likely to carry the orders out well.[1] The orders should be delivered with confidence, but not cockiness, and repeated if necessary. It is a good practice to have the instructions recanted to you. As often as possible, an order should be phrased as a request. This works especially well with people who tend to look upon the boss as a dictator. A supervisor should never abuse authority; no one likes to be bossed around. The preceding is a simple fact, but it is fact which anyone who exercises authority over other people ought to spend some time thinking about.

The command should be used rarely. However, they may be necessary in emergency situations. Commands cause resentment, and the employees will know that if the commands are used rarely, the

one in authority is just not being bossy. "Domination seeks to weaken the strength of individuals within the group."[2] When you subject a group to domination it will deliberately organize it's own actions in opposition to authority.

A common error in giving orders is giving too many orders at once. It is better to give orders one at a time, and making sure each order is understood. This step-by-step procedure insures understanding of each order. A second error is in giving orders in too much detail. People like to have the freedom to fill in the details for themselves through the exercise of their own judgement and intelligence.

Another problem in the supervision of people is that of how to correct them properly. There is no <u>one right way</u> for correction, but there are some important steps which supervisors should follow:[3]

1. Consider the personality and attitudes of the person before you correct them. Watch for signs of frustration and wait a while if they are upset.
2. Be sure that your attitude is one of genuine helpfulness. Never criticize in anger only to show your authority.
3. Get all the facts first. Find the cause of the behavior or error before you talk to the person. You may avert some embarassment because errors are often beyond the control of the employee.
4. Share the responsibility for an error instead of forcing a person to shoulder all the blame by himself.

Counseling Employees

Correcting people comes under the head of counseling, and according to Parker and Kleemier: "Counseling occurs when one person is troubled by a personal problem and brings that problem to another in hope that a solution will be found."[4] There are two methods of counseling, "directive" and "nondirective". Direct counseling is the advice-giving approach while non-direct emphasizes the dynamic qualities in the individual upon which he builds his own good adjustment.

There are five ways, popular with supervisors, used in counseling employees. The first is ordering and forbidding; this is simply telling the person that the problem that he has is beginning to affect his work and that he should forget the problem while at work. A second means is exhortation. It is probably less widely used than the preceding. With this method the person seeking help is encouraged and inspired to do better. A third method that is used to counsel is suggestion. This is a favorite tactic of amateur psychologists. They believe that a person's problems actually are not real. In believing this, they suggest, or at least try to suggest, the employee "right out of trouble". Another method in counseling employees is interpretation. This is another favorite of amateur psychologists. This operates on the premise that the individual does not know the source of his own personality difficulties. The counselor gathers all the facts of the case and pronounces his diagnosis. This rarely works without the use of other therapeutic

techniques. It is not a method that is generally applicable. A fifth technique is advising. The terms adviser and counselor are often used interchangeably. A person seeking help seems to want something definite. They want a clear-cut solution to their own problem, but it has been shown that human problems defy any superficially logical patterns. Often when giving advice, the counselor notices the person with whom he is talking neither wants the advice or listens to the advise.

The most effective method a counselor can use is to provide a situation in which the person seeking counsel can work out the solution to his problem.[5] This is the essence of nondirective counseling while all the others are directive or authoritarian. To be effective in this type of counseling, the counselor must be a good listener, and he must give the person a chance to "get it off of his chest" to an interested party. A climate of acceptance is of prime importance in counseling.[6] Merely telling a person he has a problem is not enough. He must accept its existence before he can take steps towards resolving the problem. "Proponents of this approach emphasize the importance of a supervisor's attitudes, beliefs, feelings, and values which affect his or her behavior during counseling sessions."[7]

Psychological Knowledge

Psychology is the key to being an effective supervisor. A person has to be able to understand people, their interests, and

sensitivities. This does not mean every supervisor should have a degree in psychology, nor does it mean specialists in psychology would make good supervisors. However, there are several aspects of the psychological make-up of people in which the supervisor should be familiar. One of the first is perception; that is, how we interpret the information provided by our senses. Each person develops his own particular adjustments to life, to problems and to people. "Our feelings can so interfere with clear thinking that we can't see the woods for the trees."[8] Common in times of emotional stress are comments such as "I just don't know", I can't think" or "I don't know what got into me." When emotions are strong, our hearts pump faster, blood pressure and breathing changes, and our stomachs "turn over". Of course, this provides ample evidence that we feel tense psychologically. The body's reaction to threatening circumstances and danger can numb and paralyze the body.

Conflicts are another area of psychology, and they occur when desires and actual outcomes are at odds. The actions that we take about these is the important part. Suspended between alternative courses of action and either seeming to have consequences that are unsavory is a classic example of internal conflict. The consequences of conflict can produce many possible reactions in people. Two of the most pronounced reactions are aggression and anxiety. The aggression may be displayed either directly or indirectly. A person may be violent. For indirect agression the person takes out his vengeance on an object which is not the original source of the frustration. This is known as displaced agression.[9]

Correcting Employees

Needless to say, agression leads to anxiety. Anxiety is defined as a feeling of being uneasy or being afraid without apparent cause. If a person has done something wrong, they will experience feelings of guilt or the fear of being exposed. If these feelings become very intense, there are five basic ways people cope with the problems in defending themselves:

1. Rationalization: This happens when a person feels compelled to "explain" to himself why the behavior was transacted. An example of this is the familiar "sour grapes" attitude.
2. Repression: This is the art of forgetting. It may be a result of constant rationalizations being challenged. The source of the anxiety is pushed out of consciousness.
3. Fantasy: This occurs when a person fails to achieve his goals in the real world, and he/she creates a dream world where his problems are remedied, and he/she is what he/she wants to be. There is danger if fantasy should become preferable to reality.
4. Withdrawal: This is the most serious of all because of the finality. At least the first three have the person responding to the world. Here, a person simply gives up and leaves that which has created the anxiety either physically or emotionally.
5. Projection: This is a process of unconsciously attributing our own desires, attitudes, and thoughts to others.

The person might feel that an idea of his is unworthy. If he projects this idea to someone else, then the anxiety is reduced or removed.

Besides reactions to anxieties, people are as different in as many ways as there are individuals. Before you can predict what people will do, you must know why they do what they do.[10] The important idea to keep in mind is that although what people do differs, their underlying reasons are similar. These reasons are called motives or needs. According to Dr. A.H. Maslow, the two needs which are dealt with most often in supervision are the need to feel worthy and the need to be respected. A person may be boastful or have a "swelled head" when he/she is not completely adjusted to life. In our affluent society, many needs are not easily satisfied, and the preceding are two prime examples.

In a study of a group of students that were shown five ten-minute films of supervisory roles, a poorly adjusted group showed substantially higher scores on second evaluation of the films entitled, "Consideration" and Tolerance of Freedom". There was a positive reinforcement of these two films, but the other experimental groups exhibited no statistical significance.[11] In other words, the low achieving group responded better to the positive reinforcement and appreciated the supervisory roles displaying consideration for the employee and his freedom.

Motivation

Motivation is another important problem area in supervision.

Motivating people is a major concern of anyone involved in personnel development. Employees are more motivated when they are involved in the planning process. "Without a planned program for personnel development, the opportunity presented to vocational education for increased services in a time of great need in our nation will be lost or blunted due to ineptness and mobility of persons assigned leadership and teaching roles within the program."[12] In Ohio, a consultant was employed to study vocational education activities, and the state staff attended a two-day seminar on personnel development using "Management by Objectives." Their first task involved putting some concepts into words so they could be studied by the state staff of vocational education, teacher educators, and consultants for vocational education. The second task was to develop goals and objectives as a basis for personnel development. The point is that when there is total involvement within an organization in determining the goals and objectives of that particular organization, the group is better motivated. In other words, employees morale is better under democratic supervision than under authoritarian supervision.

Supervision For Student Learning

In education in general ". . .instruction is, for the most part, means oriented. It focuses on activities and processes, and fails to relate ends, or what students are expected to learn. Consequently, instructional supervision is also means-oriented. Without timely, outcomes-referenced achievement information, administrators scrutinize what teachers do, both in and out of the

classroom, but are not able to evaluate what teachers do in light of what students learn."[13] According to Niedermeyer what is needed is an instructional leadership model which consists of three types of sequential processes:

1. Agreeing on achievement outcomes and standards
2. Sharing achievement information
3. Working to improve instruction in light of identified learning deficiences.

One of the most obvious advantages of using the instructional leadership model is that the interaction between administrators and teachers is referenced to empirical evidence of student accomplishment, rather than beliefs or opinions about what is "right" or "works". Leadership of this type is both concrete and constructive.

Blocks to Effective Supervision

Efforts to develop and employ better supervisory programs have been impeded by several confusing concepts. One is the concept that all professional practice is leadership practice. Another confusing concept is to distinguish instructional from administrative leadership. A third source of confusion is the equating of supervisors with a stereotype of limited and generally unpleasant practices.[14] Some additional blocks to effective supervision are:

1. The professional attitude of teachers may cause the teacher to interpret attempts at influence by the supervisor as an invasion of their professional perogatives.

2. Heavy administrative demands on the time of the supervisor, who has an obligation to help the teacher, may prevent him from effectively performing his supervisory functions.
3. Supervisors may lack the power, influence, or authority to meet the new demands of teachers such as the alteration of job descriptions, restructuring of teachers' roles, and changing teaching schedules.
4. Supervisors may appear threatening if in the process of helping the teacher they overemphasize the function of evaluation. Especially are teachers likely to resent supervisors who attempt to evaluate which is outside the supervisor's area of competence.
5. The styles and behaviors used by the supervisor may create blocks to effective supervision.[15]

Before supervisors can be percieved as effectively helping teachers, these blocks to supervision will have to be removed. These blocks to the effective supervision of professionals can be removed by helping the teacher feel that his work is important.

Professional teachers have a strong sense of responsibility, and they need involvement in decision-making within their professional competence. Parson's study found six supervisory roles, among twenty-two possible roles, that were perceived to be most effective in helping teachers:

1. giving social support
2. involving teachers in decision-making

3. providing opportunities for personnel and organizational growth
4. avoiding bureaucratic standardization
5. supporting teachers' authority
6. providing general professional leadership[16]

Effective Communications

Communications is an area examined through research and it was found that nearly every reference on supervision had a chapter devoted to the subject. According to Miltz ". . .research indicates that the supervisor spends 70% of his or her time either talking or listening."[17] In an interview there are eight attitudes or behaviors that are effective in fostering a good discussion.

1. Attending behavior - demonstrating you are interested and listening to what is said. Maintain eye contact and avoid changing the subject.
2. Leading - the use of question leads to help the person probe, analyze, and elaborate.
3. Focusing - is used to narrow the discussion down to a specific component.
4. Questioning - open-ended questions elicit the most response.
5. Clarifying - shows you are trying to understand a person's perception of the situation.
6. Reflecting feeling - sharing your feelings.
7. Respecting - display a positive regard for the person.

8. Summarizing - ideas discussed are reviewed.

Poor cummunications include (1) badly expressed messages, (2) poor delivery, (3) poor retention, (4) inattention, (5) faulty assumptions, and (6) mistrust.[18] The most important factor in communicating is to "level" with the person with whom one is communicating. No matter what the message is or how poorly it is presented, if the receiver knows the supervisor consistently tells the facts as they are, he will get the message - even if he has to ask for clarification. Through communications we can tell what the supervisor is and what he thinks of the people with whom he is communicating.

Oral and written communications intended to inform generally consists of five points:[19]

1. the purpose of the communication
2. a statement of the present position
3. an evaluation of the present position
4. alternative courses
5. conclusions and recommendations

Studies have shown that teachers who see their supervisors placing light emphasis on telling and heavy emphasis on asking felt more positively about the quality of interpersonal relationships in supervision. "In addition, they felt they had more communication freedom and saw their supervisors as being more productive than those teachers who percieve the behavior styles of their supervisors placing heavy emphasis on telling and light emphasis on asking."[20]

NOTES

[1]Lester R. Bittel, What Every Supervisor Should Know, McGraw-Hill Book Company, Inc., New York, 1959, p. 167.

[2]Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1955, p. 31.

[3]Willard E. Parker & Robert W. Kleemier, Human Relations in Supervision, McGraw-Hill Book Company, Inc., New York, 1951, p. 238.

[4]Ibid, p. 356.

[5]Ibid, p. 367.

[6]Everett M. Christensen, Dynamic Supervision, Dartnell Corporation, Chicago, Illinois, 1971, p. 225.

[7]Linda Sonna Angler, "The Process of Supervision", University of Illinois, October 1975, p. 4.

[8]Brian R. Kay & Stuart Palmer, The Challenge of Supervision, McGraw-Hill Book Company, Inc., New York, 1961, p. 18.

[9]Ibid, p. 20.

[10]Lester R. Bittel, What Every Supervisor Should Know, McGraw-Hill Book Company, Inc., New York, 1959, p. 14.

[11]Ralph M. Stogdill, "Response of Vocational Students to Supervision", Ohio State University, p. 6.

[12]Byrl R. Shoemaker, "Management by Objectives and Personnel Development in Ohio", Ohio State University, 1972, p. 83.

[13]Fred C. Niedermeyer, "A Basis for Improved Instructional Leadership by School Administrators", Southwest Regional Laboratory, Los Alamitos, California, 1976, p. 41.

[14]Ben M. Harris, "Altering the Thrust of Supervision Through Creative Leadership", Educational Leadership, May 1977, p. 56.

[15]Llewellyn Parsons, "Effective Supervision: Teachers' Views of Supervisory Roles in School Systems", Monographs in Education N. 10, Memorial University of Newfoundland, p. 4.

[16]Ibid, p. 6.

[17]Robert J. Miltz, "Improving Supervisor's Interpersonal Communication", University of Massachusetts, p. 1.

[18]Ibid, p. 97.

[19]Kimball Wiles, Supervision for Better Schools, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1955, p. 3.

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CHAPTER 2

IDENTIFICATION OF LOCAL INFORMAL POWER STRUCTURES AND EFFECT ON VOCATIONAL EDUCATION

Cliff Ricketts

Defining the Power Structure

Power, which exists in both formal and informal groups, is defined as "the ability to move people." Wherever and Whenever people influence other people, power exists. Since there are individuals in every community and school who can move others, every community has a power structure.[1]

Research has shown that successful school action efforts depend on the appropriate involvement of key leaders in the community. These persons, by virtue of their positions in the community, are able to influence strongly most communities and at times more wide range decisions involving education.[2]

The most disturbing action an educator could take would be to ignore the existence of an informal power structure affecting education. Those who take initiative of known critical elements of the power structure will gain many insights into the rightful role of the educational politician and of those persons who will support him in his task.[3]

Locating the Local Power Structure

Problems in identifying power structures arise only when members of the power structure have something they wish to hide. Persons possessing power to influence others know it, enjoy it, and do not mind talking about it, as a rule. They are as emotionally involved in what they are doing as any competitor. Usually the use of power is not secretive by choice. It

appears this way only because it develops through the activities of persons acting in an informal manner. It is not as open as that exercised by public servants whose actions and activities are monitored by the news media.[4]

On the other hand, there are some power figures in small communities that really don't realize that they are power figures. They have lived in the community a long time. They are highly respected citizens, and when they talk, people listen. They don't mean to be dominant figures, they just are because of the respect and influence that they have won.

The study of power has been a topic of social science researchers for many years. There are four general approaches that have been used to identify community power actors. Briefly these techniques are:

1. Positional Approach--Locating those persons who occupy positions of authority in formal organizations such as office holders in voluntary organizations, elected leaders, higher civil servants and political appointees. These persons are visible and easy to recognize, the problem existing that they may not exercise their potential.

2. Reputational Approach--Interviewing community members who have a broad general knowledge of the school decision-making procedures. Questioning these persons to find whose opinion they respect the most. This process will often result in identifying economic dominants, elected officials, professionals, and political leaders who are active in the social and educational system of the community.

3. Decision Making Approach--Identifying those persons who have previously participated in the decision-making process in education.

4. Social Participation Approach--Assuming that power to official educational decisions is acquired through participation and holding offices in community and educational voluntary associations. Observing the participants and studying the overlap of membership.[5]

Floyd Hunter, an avid researcher, made remarkable findings identifying community individuals who made up the informal power structure

of a large southern city. He based his research on the "reputational" technique of identification. He asked community members, "who are the important people in this community, the ones to whom people go for action on major issues?"[6] Using this process, one would locate persons at the center of educational life and ask them to nominate those leaders who, according to their knowledge, are the most important educational leaders in the community in vocational and general education. In one of Hunter's surveys, lists of names were obtained from such sources as the chamber of commerce, newspaper editors and civic leaders. Final analysis would involve interviews with the persons nominated by knowledgeable persons.[7]

Hunter observed the informal power structure in levels. At the top are industrial, commercial, and financial owners. The second level leaders include operations officials, bank vice presidents, public relations persons, small business owners, and top rank public officials and contractors. The third level held civic organization personnel, newspaper columnists, radio commentators and petty public officials. Included in the fourth level leaders were professionals such as instructors, social workers, personnel directors and ministers. Power was found to be exercised through these levels in the informal power structure.[8]

Significant is the fact that not a single educator (superintendent, board member, principal or teacher) appeared in the upper limits or top policy making level of the power structure Hunter observed.[9]

Hunter also makes the point that there are "crowds" of individuals that work together in relation to certain projects. These would be groups of people involved in similar enterprises within an area. None would work

alone on a big project. Often one would follow the lead of other outstanding persons in theirs or another crowd.[10]

Often much of the influence on community decisions pertaining to educational issues comes from interest groups who are only a minor segment of the general population. Little do lay people realize that a new project or policy is the creation of the quiet persons of power. It is usually in an informal discussion, mixing business with pleasure, that a decision which results in action was initiated by the "right" persons.[11]

Research has indicated that power may exist in a variety of strucutral forms. The most effective power in basic decisions often rests with relatively few leaders in an informal arrangement of power. There is no universal pattern of occupational representations among the power-wielders of local school districts. However, strong representation of the economic sector is almost universal in nature.[12]

Representation of educators, including administrative persons, is typically weak. Except for lawyers, it was noted that representation of professionals was weak.[13]

Hunter also observed that predominant power to decide questions was held not be the official policy makers but by persons who in most instances do not hold official positions. Power was wielded by informal structures of power elites. He also noted a great concentration of power among a few leaders holding industrial, commercial, and financial interests in the local community. Basic policies or projects for any public service, including education, were subject to the sanction of the upperlimits power-holders in the informal power structure.[14]

Individuals that are powerful in vocational education issues may come from various areas in the community, depending upon each independent area. Characteristics that may place a person in a powerful position include past achievements, source of ideas, human relations, contact with other people, access to certain resources, influence in community organizations, family background, age, occupation, education, control of jobs, wealth, credit, and mass media connections combined with length of residence in a community.[15]

An example of influence could be a woman who spends little actual time in the community, but contributes, say, a few thousand dollars annually to local charities and is looked upon by others as a leader. Another person that could play an important role in the informal power structure of a community could be a local farmer or land owner whose family has lived in the community for many years. His life may have been built around involvement in the farm organizations and other community projects that have brought him in contact with many persons who respect his opinion. His actions could prove to be very valuable to a growing vocational program. Persons who have had first hand experience with the various vocational areas and have obtained recognition in the community are often a very important part of the informal power structure in a particular area. Veteran instructors and administrators are often very influential in the internal power strucutre of a local school. This should also be noted, although this research has been centered at the informal power strucutre outside the skeleton of the school.

Influence of Power Structures

Influence of power systems varies not only with the type of community, but with the issues that are being considered at a particular time. John Spiess made certain observations in his article titled Community Power and Influence:

1. upper class rules in community life
2. political and civic leaders are subordinate to the upper class
3. the power elite rules in its own interest.[16]

James B. Cook, the author of Identification of Leadership and Pictures of the Power System, makes certain statements concerning education and the power structure:

1. Different schools have different patterns of decision making.
2. The same school may have different patterns at different times and with different issues.
3. Different people, even in the same school, have different ideas about patterns in decision making.

He also adds that the patterns of decision making existing in an educational system, or more particularly, in vocational education, may be a major problem affecting development.[17] In reality, this means that the truth about the way decisions are made and who makes them can only unfold in the context of actual situations in real schools at a particular point in time.

The point should be emphasized that educational policies are influenced by different levels of politics. School politics cannot be isolated from the politics of other public and private agencies operating within a local educational system or specifically related to vocational

education. Decision making for education is often influenced by politics in other governments such as those of the city and county.[18]

Working with the Power Structure

Educators often shoulder the responsibility of either getting things going or keeping them going. Many times this involves the identification of leadership. Administrators have to locate persons who play an important role in a certain issue and learn to work with these people.[19]

The most successful educators are probably the persons who understand the critical elements of their local power structure and who use this knowledge to the best advantage in school politics. They learn to work with those persons who can best benefit their school and its educational objectives. An example of this is a successful school administrator in a city who watched, when he began his career as a school principal, to find the families who ran his city. He learned who they were and watched them pass their influence right on down to the younger generation. They owned all the banks and insurance companies and operated many of the local industries along with owning a large portion of the downtown property. Using this information, he was able to work with the power structure in his particular city.[20]

Effect on Vocational Education

Power structures have their effect on vocational education. A typical school administrator operates within the context of formal power structure or that system of control as established by law, regulation, or

customary standard procedures. Included are formal groups, delegations, temporary associations and the informal power system of the local school district, all of which have an effect on education.[21]

The power structure effects vocational education in much the same way as a power structure will effect other educational processes. Not only does the power structure keep a hand in political matters of the schook, but it also keeps a watchful eye on the administrative duties. This would include bids, selecting sites, design features of a building or selection of the new or additional furniture that is needed.[22]

Schools are affected by decisions, both public and private, which lie outside the governing boards. Such an example would be a group of businessmen instrumental in the development of industrialization that affects the local school. The assessment policy of the tax assessor often has a influence on educational policy.[23]

In a study of eight Northeastern states, Stephen K. Baily and his associates found that the inadequate knowledge of politics was a factor preventing educators from providing effective leadership in obtaining state financial support for schools.[24]

If an educational leader or his staff have any opinions about educational politics and take action accordingly, then that school or district is involved in politics. Public education is by its very nature political, and those involved in its management are politicians any time they seek a decision by the political process that will have an effect on education or, more specifically, upon vocational education.[25]

Summary

To summarize, the informal power structure exists and has an effect on vocational education. An educator who desires the best for vocational education in his or her area will identify the local informal power structure, locate its members, and learn to work with the persons who can benefit the particular needs in that area. Any person who says that education and politics don't mix is naive to the "nth degree". The "fine line" that the successful administrator knows exists as to how decisions are made rests largely on being at the right place at the right time and saying things that are timely to the right source. Timing and knowing how far "you can push" an issue with a power source are mandatory for successful vocational education administrators.

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NOTES

[1]Garner Walsh, "Leaders Must Look to Hidden Sources of Power," College and University Business, (November, 1970), p. 64-65.

[2]"Identifying the Community Power Structure," Pennsylvania School Journal, (April 15, 1973), p. 172.

[3]Ralph Kimbrough, Political Power and Educational Decision-Making, Chicago, 1964, p. 270.

[4]Walsh, p. 66.

[5]John L. Tait, "Identification of the Community Power Actors," University of Missour, 1975, p. 3.

[6]Walsh, p. 64.

[7]Kimbrough, p. 28.

[8]Ibid., p. 29.

[9]Ibid.

[10]Floyd Hunter, Community Power Structure, Chapel Hill, 1953, p. 77.

[11]Kimbrough, p. 33.

[12]Hunter, p. 206.

[13]Ibid.

[14]Kimbrough, p. 29.

[15]"Identifying the Community Power Structure," p. 173.

[16]John A. Spiess, "Community Power and Influence," Department of Education, Toledo, Ohio, p. 4.

[17]James B. Cook, "Identification of Leadership and Pictures of the Power System," University of Missouri, 1976, p. 16.

[18]Kimbrough, p. 217.

[19]Cook, p. 11.

[20]Kimbrough, p. 275.

[21]Ibid., p. 219.

[22] Ibid., p. 228.

[23] Ibid.

[24] Ibid., 274.

[25] Ibid.

CHAPTER 3

ARTICULATION OF VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Wallace Burke

Introduction

There exists serious concern among professionals and students in vocational education concerning the articulation of studies provided for Tennesseans by all levels of vocational-technical education. There is concern that departmentalization has in effect isolated different sections and levels of vocational-technical education with little concern for the smooth progression of students' studies from Industrial Arts orientation type programs through technical programs provided by Technical Institutes and in some cases Community Colleges.

The word articulation means different things to different people. To some, it means a dictatory change or potential change in the present curriculum being taught. To others, it means a softening and weakening of the specific purpose of vocational-technical education which indicates expansion of additional information just for the sake of providing additional information. For others, the word means an invasion of sacred terms such as degrees, associate degrees, terminal certificates, diplomas, and other less pointed concerns. To other groups, the word articulation means an opportunity to encourage the necessity for more add-on programs, classes, and information for the sake of meeting the requests of a few employers and the need for additional "Average Daily Attendance and Full Time Equivalents" (ADA/FTE).

For the purposes of the definition of the word (articulation) for this paper, we will use the following definition: the planned process

within the educational system which facilities the transition of students between secondary and postsecondary levels of instruction and allows progress with contiguity through all levels of the educational process. Groups involved in articulation:

(1) Industrial Arts exploratory programs

(2) Vocational-Technical programs

(3) Secondary Vocational-Technical programs

(4) Area Vocational-Technical School postsecondary programs

(5) State Technical Institute postsecondary programs

(6) Community College postsecondary technical programs

(7) Teacher education services provided by Tennessee's system of universities

(8) Cooperation between the staffs of the Tennessee Board of Regents, the State Board for Vocational-Technical Education and the Tennessee Higher Education Commission where program approval is required.

Position Of The State's Educational Organizations At This Point In Time

The following is an opinion of this writer from the perspective of a practicing Industrial Arts teacher some years ago, a former part-time instructor in an Area Vocational-Technical School, a past Assistant Superintendent of a local Area Vocational-Technical School, a former state staff member of the Area Vocational-Technical School wide system, a past Assistant Chief of Industrial Training Service working with new and expanding industries providing new jobs in Tennessee and presently as a Chief of Administrative Services for the Division of Vocational-Technical Education, State of Tennessee.

It is my opinion, though probably not recognized nationally as such, that Tennessee (in reality) is a leader in the nation, definitely in the southeast, in the delivery of vocational-technical education programs to its' citizens. We have a firm program of introductory and secondary programs serving upwards of 65% of the student body when Industrial Arts and business related programs are counted as occupational preparatory programs.

We have a very sound program of adult education which is provided through our Area Vocational-Technical School system. These programs are provided within a maximum of a 30 mile driving range of any citizen of the State of Tennessee. With beginnings in 1960 and considerable work in program development and curriculum development during the early 70's, the system represents a very strong program of skill training for Tennesseans.

We have a very sound system of technical programs provided through the State's Technical Institutes. The institutes are located in Memphis, Nashville, Knoxville and the Tri-Cities areas. These institutes provide a very limited role and scope of programs tailored to the community and industrial market being served. We have a system of community colleges providing some technical programs in selected areas of the State of Tennessee. Most of these technology programs are strong, well administered and are meeting a need in their service area. All of the above groups of professionals provide vocational-technical education in some form to residents of the State of Tennessee.

There is some interaction, coordination, and cooperation between all levels of vocational-technical education in Tennessee. All levels

which were previously mentioned obtain some funding through the State Board for Vocational Education and its' Department of Education. This has resulted in encouragement of articulation, but at this point, it has not resulted in the accomplishment of this concept to any appreciable degree. The State Department of Education, Vocational-Technical Education Division, has taken the position that under the guidance of advisory committees and within the structure of rules and regulations which are provided by Washington in categorical funding grants that the material at this point by local schools should be determined by the local professionals which are closest to the needs of people. Field supervisory staff of the Division of Vocational-Technical Education have been extremely limited and to some degree in the past few years have been fragmented to the point that the results of that staff can be objectively viewed as consultants, problem solvers and managers by crisis as required. The field staff which is provided by the Division is highly competent, highly professional and truly "vocational education minded" personnel.

The serious effort of articulation (required within all) will probably take reassignment of duties and responsibilities by selected state central office staff and authority by the State Board for Vocational Education to enforce. Hopefully, it will blend the different divisions into a truly articulated program of vocational-technical education.

A committee has been formed (Ad Hoc) containing professionals from the State Board of Regents, Presidents of Community Colleges, Staff of the Division of Vocational-Technical Education, Superintendents of Area Vocation-Technical Schools and an observer from the Tennessee Higher Education Commission. The committee has been

established for the purpose of cooperation and placement of emphasis on articulation between selected programs, schools, technologies offered, the obtainment of associated degrees and currently three specific areas of program interest. We believe this committee is a beginning between those two levels of vocational-technical education.

Material Reviewed

Meetings have been held between representatives of the local directors (secondary system), representatives from the Area Vocational-Technical School system and instructors from both service areas. State staff specialists were involved in those meetings with the concern for curriculum being the subject of discussion. Teacher educators have been involved with this activity from the beginning. Minutes of these meetings have been reviewed within the Department. A study of articulation within the State of Tennessee has been conducted by the department in recent months. This report has been reviewed in detail.

Federal rules and regulations have been reviewed with special emphasis on the 76th Amendments and HEW regulations responding to that legislation. Teacher education contracts (current) have been reviewed with this objective in mind.

The present state evaluation documents governing secondary and Area Vocational-Technical School evaluations have been reviewed with articulation in mind. A review of V-TECS material has been conducted in attempt to evaluate how this material could be utilized in an articulation effort. The Sourthern Association evaluation material has been reviewed as conducted in the secondary and Area Vocational-Technical School (post-

secondary systems). The technical institute program accrediting societies have been reviewed with the thought of articulation in mind.

Conclusion

It is my opinion that the following positive actions must be taken in approximately the following sequence in order to accomplish an articulated program of study that will eliminate waste of tax payer money and student time in reaching a specific vocational education and skill level objective. First, the State Board for Vocational-Technical Education should establish a policy directing all levels of vocational education programs, institutions and systems to accomplish an integrated articulated course study wherever possible within a given number of years. Failure to meet this objective should result in the penalty of state funding being withheld. I personally believe this will tend to get professionals attention at the beginning of the time period.

Secondly, coordinating committees should be established between each level of the institution or program being established. Example: A committee similar to the existing (Ad Hoc Committee) between Technical Institutes, Area Vocational-Technical Schools, Community Colleges, vocational-technical staff and THEC should be established to coordinate all postsecondary offerings and establish the guidelines within which any new and emerging technologies. This organization must take into serious consideration articulation both vertical and horizontal with emphasis on competency based evaluation at each level.

Third, a major overhaul of the training requirements for guidance and counseling personnel should be accomplished. The idea of a certified counselor not having extensive first-hand knowledge of the world of

work should be totally and completely unacceptable in vocational technical institutions.

Fourth, a complet revamping, with probable minor course restructuring, of teacher education programs both undergraduate and graduate levels should be accomplished. Example: Strength should be added in the area of guidance and counseling, curriculum development, and competency based (demonstrated) classroom capability by instructors.

Fifth, a communications system by which all parties are fully informed of the status of progress of the articulation effort by the profession state-wide should be implemented.

Sixth, a section should be organized in the Division of Vocational-Technical Education with expertise representing each level of institutional programming that will coordinate, oversee, review and encourage articulation among the professionals at all levels.

Last, organize joint meetings of all professional (key personnel), such as a summer conference being conducted and financed by the State Department, on a quarterly basis for the purpose of "ironing out" any problems that are arising or hender the process of articulation.

It is my opinion of this writer that education at all levels will come under more and more pressure to increase efficiency, decrease duplication, require demonstrated capability of program completers and in general terms be more responsive to change.

It is also the opinion of this writer that Vocational-Technical education can and will become the most respected and publicly supported part of education, if we can provide efficient and appropriate programs. In simple terms "Get Our House In Order".

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CHAPTER 4

ORGANIZATION AND USE OF AREA VOCATIONAL-TECHNICAL SCHOOL ADVISORY COMMITTEES

Jimmy Thompson

INTRODUCTION

Vocational educators encounter many problems in their daily work of planning and meeting the challenge of changing skill needs. With the purpose of training people for skilled occupations in mind, there is an ever present need for input from lay people outside the educational institution to help solve problems that arise and give positive direction to programs that are being offered in the future. It has been felt by many, "that just as politics is too important to leave to the politicians, education is too important to leave to the educators."[1] These lay people can be organized into what we have come to know as a very valuable tool in Vocational Education - the Advisory Committee.

An advisory committee may be defined as a group of persons outside the education profession chosen to advise educators regarding an educational program. The advisory committee is usually a formally organized committee appointed by the proper authority for a definite term.

There are basically three (3) levels of advisory committees: The National Advisory Council on Vocational Education, the State Advisory Council and the Local Advisory Committee. The major emphasis of this writing will be on the Local Advisory Committees as

as they relate to Area Vocational-Technical Schools.

Local advisory committees have been used to some extent over the past three or four decades. The use of advisory committees was due to the need which was felt by vocational educators to have input into programs concerning economic conditions, student interests, program planning and etc. Vocational agriculture teachers were probably among the first educators to take advantage of the advice that can be obtained from local committees.

With the emergence of the first of the area vocational education centers in the mid 1960's, the competent directors of these centers almost immediately began to create curriculum advisory committees, and they sometimes formed committees which were concerned with the overall operation of the vocational centers. As other vocational centers were built and opened to the students, these also usually established local advisory committees, although there was no direct requirement to do so.

The 1976 legislation for vocational education became effective in 1977 and will be in force at least through 1982, unless amended prior to 1982. Among provisions of that law (Public Law 94-482) is included in the following:

> Section 105 - (g) (1) Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor; and such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient.

This requires, for the first time, specifically, that local school districts will have local advisory committees to remain eligible for federal funds for vocational education.[2]

Types of Advisory Committees

The two types of Local Advisory Committees used by Area Vocational-Technical Schools are the General Advisory Committee and the Craft or Occupational Advisory Committee.

Some purposes of the General Advisory Committee are to:

1. Identify vocational education needs of individuals and the community.
2. Assist in assessing present and foreseeable needs of the labor market.
3. Advise on the establishment and maintenance of realistic and practical programs.
4. Advise on program balance and comprehensiveness.
5. Participate in the development of community understanding and support.
6. Evaluate overall program effectiveness.

Some purposes of the Craft or Occupational Committee are to:

1. Advise on personnel needs of businesses and industry represented in the specialty education area.
2. Advise on curriculum content, training techniques, and equipment.
3. Analyze and interpret trends in the vocational education specialty area.

4. Serve as a communications link between state agency personnel and the business community.[3]

The General Advisory Committee serves to advise the administration on matters that concern the overall operation of the school. This committee may vary in numbers, but from 8 to 12 members will make up a good committee for most area vocational-technical schools in Tennessee. This committee will be larger than the Occupational Advisory Committee and may include in its membership representatives from occupational committees or may be made up of people from various businesses, industry, governmental agencies and other educational institutions. This committee will be selected and appointed by the area school superintendent.

The Occupational Advisory committees serve to advise the administration and instructors on matters concerning a particular occupational area. Each program of an area school should have an advisory committee. This committee may, like the general committee, vary in number of members, but five-eight is a desirable number. The size may vary depending upon the occupational training area, because some areas may need a more varied representation.

Organizing an Advisory Committee

Anyone organizing or operating a vocational program should not have to be required to have an advisory committee. The individual should want the help that an advisory committee can give to help make a program a success by meeting its objective of training people

for the world of work. When an educator fails to see that advice from lay people can enhance a training program, that person should readjust their sights and get their priorities in order. Are they operating a training program to fit their needs, or are they operating a training program to benefit the students and prospective employers? The latter should be the case.

When an educator realizes that help and advice is needed, then and only then should an advisory committee be organized. "Federal and state laws and policies mandate the use of vocational advisory committees; however, it is 'people,' not laws, who make advisory committees effective."[4] In other words, until a local administrator feels a need for a local advisory council, it will probably only be a paper organization.

When it is decided to organize an advisory committee, there needs to be a sincere desire to use an advisory committee. Have something for the committee to do. As time goes along, work will be generated by the need for change in programs and ideas of instructors and committee members. Every effort should be made to accomplish what the committee requests and if it cannot be accomplished, explain why it cannot be accomplished. Always keep the committee involved and informed.

When selecting advisory committee members, several things should be taken into consideration:

1. Advisory committee membership should include representatives from varied business, industry and etc. that the school or occupational training program serves.

2. Persons of various levels of education should be represented.
3. Members should be interested in the program and believe in the true objectives of the school.
4. Members should be qualified to serve.
5. They should have adequate time available to serve.
6. Their character should be good.
7. All geographic areas of the community should be represented.
8. Various levels of business and industry from labor to management should be represented.
9. All ethnic groups should be represented.
10. Both sexes should be represented, if possible.
11. Some experienced people in the skilled trades are essential on the occupational committees.

In the instance of selecting an occupational advisory committee, after the above mentioned items have been taken into consideration, the instructor should make a list of desirable individuals and confer with the school superintendent and/or assistant superintendent. If all agree, then those individuals should be contacted personally to determine whether or not they will serve. Eliminate those prospective members that have a negative or undecided attitude. During this conversation, the purpose of the committee and what will be expected of that individual should be explained.

After a "firm list" is complete, all members should be appointed officially by the school superintendent by letter, the same as the General Advisory Committee members are appointed. (Appendix A)

This is very important because it assures that the advisory committee will not usurp its authority, and the members understand their proper place in the school organization. They must understand that their function is advisory, not administrative. It must be clear to them that they are contributing from their own experience and knowledge to assist the instructor and/or the administration in making policy decisions and in planning details of program operation, but the final responsibility rests with the administration. This type of letter of appointment also lends prestige to the members of the committee. Along with this letter, a complete list of the members should be sent so that each member will know with whom they will be working. Addresses, phone numbers and occupations of committee members would also be helpful.

The First Meeting

After the list of committee members is complete and all members have been notified, an excessive amount of time should not pass before the first meeting. This should be done as soon as possible after the appointment of the members has been made. In the case of a general advisory committee, the superintendent should write a letter to each member announcing the meeting (Appendix B) and enclosing an agenda (Apendix C). In the case of a craft advisory committee, the letter announcing the meeting can be sent by the instructor of that program to the committee members, the school superintendent, assistant superintendent and any other school officials that he or

she wishes to invite. An agenda should be included. Some of the items to be taken care of at the first meeting are:

1. Welcome and remarks by the school superintendent or his representative.
2. Introduction of members and other individuals in attendance.
3. Statement of the role and purpose of the committee.
4. Philosophy, purpose and general objectives of the school or of a specific program (if a craft committee).
5. Term of office of members.
6. Election of officers of committee.
7. Set date for the next meeting.
8. Tour of school and if a craft committee meeting, more specifically of that particular program area.
9. Refreshments.

Certainly, the area school superintendent should open and be in charge of the first general advisory committee meeting. At the first craft committee meeting, the superintendent should welcome committee members and make remarks concerning the school in general and the programs with which the committee is concerned. This is advisable so that the members will know the superintendent and be aware of his or her ideas and philosophies. This will be a basis for a better working relationship in the future of the school.

It is very important in this first meeting that the role and purpose of the advisory committee be made clear. Most important is informing the committee of the value of its contributions and attention

to the manner in which the committee's advice is asked and keeping the committee informed of changes in the school or program. Committee members should be reminded that the purpose of the committee is advisory, not administrative. At the same time, they should be assured that committee recommendations will receive serious consideration. The committee should also be informed of its responsibility to uphold both school standards and state and federal acts and policies related to the school or programs.[5]

The terms of office should be established at the first meeting. A popular and certainly desirable way of doing this is to make appointments for three (3) year periods. Initially, one-third of the members would serve for one (1) year, one-third for two (2) years, and one-third for three (3) years. Each year one-third of the members would rotate off of the committee, making it possible to appoint new members, therefore, involving different people of the community and taking advantage of new and fresh ideas, while maintaining some continuity of thought and action.

The committee should elect a chairman and a secretary from among its members. The chairman should be a person that understands the philosophy of the school, be a good listener, exercise good judgment, and be fair and reasonable. A vice-chairman may be elected if so desired. The secretary should have a close working relationship with all and be able to keep records, including the minutes of the meetings.

Before the close of the meeting, it is desirable to set the

date for the next meeting and meeting dates for the coming year if possible. A certain day of a month, or a quarter, etc. would be easier to remember for planning purposes of committee members.

After the meeting, the minutes should be prepared and sent to all members and school representatives. If any recommendations or requests were made, they should be responded to by the administration and/or instructor.

The meetings of advisory committees should be on a regular basis if possible. But, it is probably not desirable to repeatedly have meetings when it is evident that there is no business to be transacted or if there is no information to disseminate.

Functions of an Advisory Committee

There are many functions that an advisory committee could have. Some of them are:

1. Help determine occupations for which training is needed.
2. Supply input into the curriculum of the training program.
3. Help recruit students that are in need of training.
4. Help place students that complete courses.
5. Help keep curriculum up-to-date as industry changes.
6. Give legal advice.
7. Help with community relations.
8. Help secure supplies and equipment.
9. Help in planning for growth and expansion of the program or school.
10. Assist in evaluating programs.

11. Assist in bringing school personnel and industry together.

12. Assist in in-service for instructors.

13. Provide resource speakers for classes.

14. Provide training aids.

15. Help in developing a local plan for vocational education.

Of course, this list is made up of only a few functions that an advisory committee may have. The possibilities are only limited by the committee members and the school personnel. The benefit derived from an advisory committee will be in proportion to the help and advice asked for by the school and the response of the committee. The concern and initiative of the committee will also have a great bearing upon the success of the committee and ultimately the success of the school or of a particular program.

Certainly, meetings should not be limited to regularly scheduled meetings. Meetings should be held anytime there is a need, and certainly benefit can be derived from members of the committee on a daily basis by occasional contact when there is a need for a bit of information or a word of encouragement or advice.

The writer is a firm believer in community involvement in area schools and one effective way of having this involvement is through the use of advisory committees. An advisory committee is one of the keys to providing quality vocational education. It is a key to offering training that will benefit students and prospective employers alike.

In summary, there is a saying: "Give a person a fish and he can

live another day. Teach a person to fish and he can live a lifetime." This is what vocational education is all about. Advisory committees play a vital role in the philosophy and purpose of area vocational-technical schools. Every citizen should have the privilege and the opportunity to reach as high a station in life as he is capable of reaching or desires to reach.

NOTES

[1]Roman Pucinski, "The Role of State and Local Advisory Councils in Vocational Education," p. 1.

[2]Dr. Robert H. White, "The Little Book on Local VOC/TEC Education Advisory Councils: A Guide," p. 3 & 5.

[3]"Local Advisory Committees," Tennessee State Advisory Council on Vocational Education.

[4]"Local Advisory Committees," Tennessee State Advisory Council on Vocational Education.

[5]Adcock. Long, Huddleston, McMahan, Hulan, Duggan, Jobe, "Instructor's Handbook on Advisory Committees," p. 16.

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October 4, 1978

Mr. John Doe
P.O. Box 795
Anywhere, Tennessee 32000

Dear Mr. Doe:

We, at the Area Vocational-Technical School, appreciate your willingness to serve on our General Advisory Committee and certainly look forward to working with you to meet the needs of the people that we serve. The varied backgrounds and occupations of all members will definitely be an asset to our school and the community.

I have enclosed a list of the people that have so graciously consented to serve on this committee at this time.

We will be having an organizational committee meeting in the near future.

Please call me at 893-4095 or come by and visit with us if you have any questions or suggestions in the meantime.

Sincerely yours,

Jimmy S. Thompson
Superintendent

JST/jw

Enclosure

October 30, 1978

Mr. John Doe
P.O. Box 795
Anywhere, Tennessee 32000

Dear Mr. Doe:

Thank you again for agreeing to serve on the General Advisory Committee for the Area Vocational-Technical School.

We are scheduling a meeting on Tuesday, November 7, 1978 in the conference room in our school at 7:00 P.M. A copy of the agenda is enclosed.

We hope you will find this date suitable and can make plans to attend.

Please advise if you have any questions or suggestions. Our number is 893-4095.

Sincerely yours,

Jimmy S. Thompson
Superintendent

JST/jw

Enclosure

Area Vocational-Technical School

Agenda for Meeting of the General
Advisory Committee

November 7, 1978

1. Welcome and remarks by school superintendent.
2. Introduction of members.
3. Statement of role and purpose of committee.
4. Philosophy and purpose of school.
5. Term of office of members.
6. Election of officers of committee.
7. Date of next meeting.
8. Tour of school.

CHAPTER 5

OCCUPATIONAL COUNSELING FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

Janie Molder

Nature and Purpose of Occupational Counseling or Guidance

The purpose of occupational guidance, in general, is to assist the individual in arriving at wise choices among occupational and educational options, in securing employment for which he is trained, and in making the necessary adjustments and advancements on the job, so that he might live a happy, successful and useful like as a family member, worker, and citizen.[1]

In attaining the occupational goals, the individual must do at least six things: (1) become aware of his assets and liabilities as a person; (2) learn about the opportunities and requirements in the world of work; (3) develop a career plan which is realistic for him; (4) secure the necessary preparation for employment and the type of life that goes with the job; (5) make contacts for and obtain employment in his area of specialization, and (6) make the necessary job adjustments to attain satisfying working conditions, promotions, or advancements. Vocational education involves the development of the skills and job procedures, the technical and related information, and the personal-social traits and attitudes necessary to perform the duties of a specific occupation or a closely related one. Anything called occupational guidance or education which ultimately does not result in employment in an occupation related to the training received is a delusion, is probably a waste of money, and may even be a disservice to the individual and the manpower needs of the country. Most youth and many adults need realistic vocational guidance prior to, during, and following training.

A well-rounded vocational career guidance program designed to assist adults in becoming occupationally adjusted would include the following essential services: (1) an individual inventory service; (2) an occupational information service; (3) a counseling service; (4) a placement service; and (5) a follow-up and evaluation service.[2]

Objectives of Guidance Department

The objectives of the guidance department at the Area Vocational-Technical School are as follows:

1. To provide vocational counseling services to potential trainees, assisting them in making vocational choices consistent with their wishes, qualifications, and potential development.

2. To provide counseling and guidance services as needed by trainees.

3. To administer and evaluate vocational tests given to applicants.

4. To administer and evaluate special vocational and other tests on an as-needed basis.

5. To provide counseling and guidance services to the trainees on the subjects of (a) proper attitudes toward the world of work, (b) importance of getting along well with people, (c) preparing resumes, (d) completion of applications, (e) preparation for interviews, (f) going for interviews, (g) employee-employer interviews, and (h) importance of citizenship responsibilities.

6. To plan, develop, and implement recordkeeping on trainees, consistent with needs.

7. To assit trainees in the preparation of resumes, job applications, follow-up letters, and other inquires which require typing.

8. To maintain trainee records in proper order to meet all requirements established by the State Office.[3]

Functions Of Student Personnel Services

The following are many of the functions performed by the guidance department in the area schools.

1. Vocational testing and other special testing, evaluation, and appraisal of test results.
2. Vocational guidance and counseling.
3. Counseling service on an individual or group basis.
4. Guidance services for continued educational opportunities.
5. Assisting individuals in understanding the importance of a continued evaluation of their progress.
6. Assisting individuals in understanding and accepting realistic vocational goals as related to job requirements.
7. Assistance in placement for part-time jobs.
8. Guidance and assistance in financial aid programs.
9. Selection of individuals for entrance into training programs offered by the school.
10. Assist applicants in an understanding of training available which is within the capabilities of individuals who may have physical handicaps.
11. Preparation and coordination with instructors of employer's inquiries on former and present trainees.
12. Assisting trainees who are taking part-time and supplementary training in understanding the need and importance of updating their skills for continued employment.
13. Assisting trainees in understanding the importance of industry in the total economy of the nation.
14. Assistance in placement of completing trainees in full-time employment.
15. Visits by school counselors to high schools and junior high schools to talk with interested pupils about vocational-technical training, job requirements, job opportunities, locations of state area schools and technical institutes, area school's courses, description of training and entrance requirements of the schools.

16. Additional counseling and guidance services as required.

17. Maintenance of all confidential trainee records.

Although it is primarily the duty of the guidance department to perform occupational guidance, many people are involved in this task. Instructors often perform many of the occupational guidance tasks during the time trainee is in their program. Administrators also contribute to the total occupational guidance development. Effective teaching in the classroom is the foundation of a working guidance program; teaching effectively encompasses knowledge of subject matter, know-how in relating this subject matter to students at any given level, and understanding of the make-up of these students as a total group and individually. The teacher can perform a very logical role in the area of information services. He is in a particularly strategic position with regard to vocational and educational information in the field of his own specialization. In this field of specialization, he can be expected to take opportunity in the classroom to bring to the surface the occupational significance and opportunities in this field. In addition he can keep alert to the training opportunities available, maintain displays of materials related to placement and training opportunities, set up units of work to acquaint students with the occupational significance of their course areas, discuss occupational educational information with individuals or groups and be familiar with the industrial developments in the occupational areas in which he is teaching.[4]

Occupational Counseling - Before Enrollment

Occupational Information Service

It is the responsibility of the guidance department, and mainly the counselor, to inform people in the area of programs available at the schools.

Since the majority of area school applicants are, and likely will continue to be, recent high school graduates, a special effort is made to acquaint junior and senior classes of the area high schools with the programs.[5] Potential trainees are informed of available training programs through the following means:

1. The counselor works with high school counselors, principles, superintendents, and teachers, discussing the philosophy, objectives and purposes of the school and in arranging to discuss the area school programs with members of the senior class and sometimes lower classes. This same program is encouraged in the junior high schools.

2. Periodically, press releases are sent to newspapers and radio and television stations in the immediate area relative to the philosophy, objectives, and purposes of the school and to provide information on training opportunities. Through this means unemployed persons (individuals who want to update skills, retrain, veterans, and others) are made aware of available training.

3. Staff members talk to civic clubs and other community organizations throughout the area which aids in keeping many adults informed.

4. Present and former trainees who encourage their friends to visit the school are probably one of the best means of recruitment.

5. Area business firms and industrial personnel offices refer many people to the school.

6. Other agencies such as Tennessee Employment Security, Vocational Rehabilitation, welfare agencies, veteran administration, and others direct people to the school.[6]

It is believed that in most cases considerable counseling should take place before a person enrolls or even completes an application form. The policy in many area schools is to encourage a prospective trainee, who has not definitely made other plans, to visit the school for an explanation of school programs and a tour of the school. Each guidance department in the area schools has available catalogues, brochures, slides, and information sheets concerning the various courses offered at their

particular school and each of the other 29 schools. Also available to the counselors is a copy of "Where To Find Post-Secondary Occupational Training Programs in Tennessee" and "Vocational Technical Education in Tennessee". The Dictionary of Occupational Titles is used in identifying specific job duties. Any member of the guidance department is eager to explain and discuss the occupations taught at their school.

The Individual Inventory Service

The individual inventory service involves a case history in permanent, cumulative form. It is both a process and a product. Ideally, it should follow the individual from the elementary school through senior high school and on to the job, or to a post-secondary educational program. Rarely does the counselor of the area school have, or is able to obtain, a complete inventory on their applicants. The individual inventory for a person should provide six types of data. They are:

1. Indentification and location data
2. Socio-economic background data
3. Physiological and health data
4. Psychological data
5. Achievement data
6. Data on vocational and educational interest and plans.

The identification and location data includes the proper and full name of the person, his sex, age, date of birth, social security number, address, and telephone number.[7]

Three specific types of socio-economic data are advisable: home and family data, employment data and data pertaining to non-school, social activities. It is important to know what kind of work the person has done (if any) part-time or full-time. Ratings and appraisals from employers also can be most informative and helpful.

Physiological data is extremely important for the area schools. If the counselor has a record of the counselee's health history and physical conditions and if he/she has a knowledge of, or access to, information about the health and physical requirements of various occupations, then he/she should be in a position to assist the counselee in selecting, preparing for, and finding employment in an occupation that will be suitable for him from a physical standpoint.[8]

Achievement data is determined by administering various tests and inventories. In selection, administration and use of standardized tests, inventories and rating scales, the vocational counselor should be concerned with (1) the appropriateness of the instruments for the purpose at hand and the person or persons with whom they are to be used; (2) the conditions under which they are to be administered; (3) discrepancies between test scores and other evidence of performance and (4) significant changed in test scores from time to time. There are many types of tests available for use with individuals in different age groups. The primary test given by the area schools is the General Aptitude Test Battery.[9]

Testing

The use of the General Aptitude Test Battery as a counseling tool is explained to the applicant and a time is arranged for him to take the test. The General Aptitude Test Battery measures aptitudes found important in job success. The eleven aptitudes include: G-Intelligence, V-Verbal, N-Numerical, S-Spatial, P-Form Perception, Q-Clerical Perception, K-Motor Coordination, F-Finger Dexterity, and M-Manual Dexterity.

Aptitude G-Intelligence--General learning ability. The aptitude G score indicates the ability to "catch on" or understand instructions and underlying principles, and ability to reason and make judgments. It is closely related to doing well in school.

Aptitude V-Verbal--This is the ability to understand meanings of words and ideas associated with them, and to use them effectively, to comprehend language, to understand relationships between words, to understand meanings of whole sentences and paragraphs, and to present information or ideas clearly.

Aptitude N-Numerical--This is the ability to perform arithmetic operations quickly and accurately.

Aptitude S-Spatial--It is the ability to comprehend forms in space and understand relationships of plane and solid objects. It may be used in such tasks as blueprint reading and in solving geometry problems. It is frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

Aptitude P-Form Perception--It is the ability to perceive pertinent detail in objects or in pictorial or graphic material, to observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation.

Aptitude K-Motor Coordination--The K score indicates the ability to coordinate eyes and hands or fingers rapidly and accurately in making percise movements and speed, ability to make a movement response accurately and quickly.

Aptitude F-Finder Dexterity--The F score indicates the ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

Aptitude M-Manual Dexterity--Aptitude M indicates the ability to move the nads easily and skillfully, to work with the hands in placing and turning motions.[10]

It should be understood that the GATB test is given by the area schools merely as a counseling device and not as a screening device.

Interview

A relaxed, unhurried interview is the best possible way for the counselor

to determine the training needs of the applicant, to acquaint him with the school in general, and to inform him of training programs available. When possible the applicant is taken on a tour of the school to give him an overall picture of the school. He has an opportunity to ask specific questions about various departments.[11]

In most cases the applicant will show interest in one area or in a closely related area. The counselor will endeavor to help determine by all possible know means, the best program for the person. Pressure and personal opinions are never applied to the point of swaying a person one way or another, but the counselor tries to assist the applicant in making up his own mind. Some of the major considerations in determining a course of study are as follows: personal interest and enthusiasm, physical and mental aptitude, short and long-range employment opportunities, which might be local, state, or national wide, financial rewards, personal satisfaction, consideration of close associates (especially spouse and others). When an applicant has definitely decided on a course of action. a starting date is discussed. Date of enrollment depends upon the desire of the enrollee and openings in the chosen course. The dropout rate at the schools is low, and few request are received to change programs. Therefore, it is felt that the time given to the interview is well spent.

In order for an interview to be effective, the client must be at ease, free from tension and convinced that the counselor is approachable, friendly, and sincere in his/her efforts to hear and assist him.[12]

During Enrollment

Orientation

Orientation is conducted on the first day of class. The enrollee is assisted in filling out the usual enrollment forms, including the

following: location card, enrollment form (which goes to the State Office), two medical forms and insurance enrollment. A copy of the Student Handbook, which contains the policies of the school, is provided and explained fully.[13]

The first few days are the most critical for a new enrollee; therefore, every effort is made to see that he is satisfied, feels that he has made the correct choice and is getting off to a good start. Any problems which may be bothering him are detected early and help is offered. If the trainee gets a good start during the first few days of this training period, he will continue for completion of the program or until a suitable job offer is received.

The counselor checks daily, if possible, with the trainee and/or his instructor to determine progress and to identify any problem which might have occured.[14]

Methods of Trainee Evaluation

Instructors use progress charts, written and oral exams, speed tests, performance checks, certification tests and other means to evaluate progress. A progress grade is recorded monthly on the trainee's records. When the instructor turns these reports in at the end of the month, they are reviewed. On any grade lower than S (Satisfactory) a check is made with the instructor to determine the trouble. A consultation with the trainee is arranged in an effort to correct the problem.

Personal Counseling

It is the policy of the area schools to encourage trainees to asks for assistance with personal problems whenever there is a need. The entire staff and especially the counselor are consulted when needs arise, such as part-time jobs while attending school, car pools, assistance from veterans administration, welfare agencies, social security, vocational rehabilitation and others. Members of the counselor's staff visit class-

rooms and shops almost daily prior to the beginning of morning classes to answer questions, set up job interviews, and make appointments for any counseling or guidance services needed.

Informal contacts with trainees are believed to be an excellent means for counseling. Counselors create motivational direction in classrooms and shops by observing, encouraging, and showing a genuine interest in trainees. The counselor's office cooperates with all the instructors in setting up field trips to area industries. Most businesses and industries are very cooperative, and trainees enjoy and profit from these trips.

How To Locate Job Openings

Students need to be taught how to locate job openings and to find out what is required of the worker to fill the job. The mere fact that there is an opening is not enough; the applicant must also know what the job demands of the worker before he can decide whether or not to apply.[15] The most common method through which individuals learn about job openings is through personal contacts--friends, relatives and neighbors. Other means that they should be taught to utilize are the area school's job placement service, the public employment service, help-wanted ads in newspaper, letters of inquiry, telephone calls, radio and TV announcements.[16]

Preparing For The Job Interview

The first step in the job interview is to secure an appointment with the proper person, usually the personnel director. Letters of inquiry and letters of application frequently result in an invitation to come in for an interview. Once the interview is scheduled, the applicant must be taught to prepare for it. He should secure information on what the company makes, sells, or does in the way of services so as to be in a position to

come in for an interview. Once the interview is scheduled, the applicant must be taught to prepare for it. He should secure information on what the company makes, sells, or does in the way of services so as to be in a position to ask and answer questions intelligently. The job applicant should remember that the employer, through the interview, is seeking to evaluate the applicant (1) as a person, (2) as a worker for a particular job, and (3) as an investment for the company. Questions should be answered promptly, honestly and briefly.[17]

Since the ultimate goal of the area schools, is the preparation of individuals for employment, the job is not complete with just teaching the skills. Such elements as attitude, resume writing and requirements for a successful interview must also be taught. Therefore, a short termed course in "Securing Employment" should be included in the total Occupational Guidance Program.

The following examples of instructional content could be used in a course entitled "Securing Employment".

EXAMPLE:

WHAT IS A RESUME, AND HOW DO I GET ONE?

A.--A resume (pronounced "ray-soo-may") is a brief description of your qualifications as a possible employee -- a sort of written snapshot--and you get it by writing it. It's almost a "must" for serious job-seekers. Answering ads with a resume allows you to apply for several jobs at the same time--by mail. And a resume puts you on file with desirable companies. And -- a major benefit -- preparing your resume is a great way of zeroing yourself in on the right field, right from the start.

WRITING YOUR RESUME does require time and effort, but it's not complicated, if you take it a step at a time.

COLLECT YOUR INFORMATION. Write down everything you can think of about yourself, your experience, your education, your personality, your abilities--NOT just your strong points, but your weak ones, too.

ANALYZE IT. Take a good hard look at the person this information describes. Is there really any sense in setting your heart on an executive secretary's job, if you're a poor speller with a "C" in typing? On the other hand, you may discover that you have far more to offer than you realized. Whatever the result, knowing yourself is the first step to selling someone else on you.

TYPE IT UP, preferably on a stencil so that you can run off more copies as needed, in organized, outline form. If you can't type, find a friend who can, because neatness counts. And keep it brief--no more than one typewritten page.

OMIT those bad points we covered of course. Honesty is the best policy, but let's be practical. Include identification: Name, address, phone number, Personal data: Age, height, weight, general health, marital and (for young men) military status, job objective: The kind of work you want (and any reasons that you feel especially qualify you.)

Education: Highest grade level completed (with name of school and date you graduated or left), plus any technical schooling; any courses you've taken which would tend to prepare you for your job objectives; any scholarships or honors you've received; any extracurricular achievement, such as honor societies, athletic awards social clubs.

Work Experience: Any part-time or summer jobs you've had, listing the most recent first. (Girls, babysitting is a responsible job, particularly if you've taken care of the same children for some time.)

Personal references: Some of the best are your teachers, your minister, priest or rabbi, neighborhood businessmen; but NO relatives. Give their business addresses and phones, and be sure to ask them first if you may use their names.

THAT'S IF -- Your All-Purpose Resume! When you answer a particular ad, you can emphasize points which would be important for that specific job in an accompanying letter. . .as well as mentioning any special qualifications that don't fit into your general resume.

REMEMBER, a good resume can mean the difference between an interview with the personal manager, and "don't call us, we'll call you". Put some work in on your resume, and help put yourself to work.[18]

EXAMPLE:

PREPARING FOR THE INTERVIEW

Have facts about yourself ready: Address, telephone number, exact dates of former employment, dates of school attendance, names and addresses of previous employers and supervisors and of personal reference, etc. It might be a good idea to have a concise but complete resume ready giving all this information and perhaps indicating the general type of work you would like to do.

Have necessary papers ready: Social Security card, military papers, if you are of draft age or a veteran, any permits or licenses the job may require.

Learn all you can beforehand about the firm to which you apply. Find out something about the kind ofjobs you could do. Discover what you can about the employer himself. Know the product or service the firm offers. Most important, be ready with some good reasons why you want to work for this particular company.

Take along some samples of your work if you thing it will help you show the employer what you can do, and some recommendations from previous employers or from others familiar with the abilities, if you have them in written form.

Be ready to talk about the kinds of work you have done; your training and experience in relation to the job you are seeking; your school record -- favorite subjects, courses in which you got the best grades, outside activities, avocations, hobbies, special interests.

Personal appearance is very important: Remember the first impression of the employer or interviewer can endanger your job chances before he sees your record or you say a word.

If two cartons of milk of the same quality and price are on a market sale, most people will select the one that is more attractively packaged. The same applies in the selection of people. Imagine a group of applicants, all with the same qualifications and references applying for the same job. The best packaged, which in this case means the most appropriately dressed, is sure to be chosen.

EXAMPLE:

AT THE INTERVIEW

Answer completely all questions on the written application form. Remember that accurate spelling and good penmanship are important.

Ask for specific job or type of work. You probably should avoid saying, "I'll take anything". Be flexible and willing, but indicate preference.

Stress your qualification for the job and your interest in it. Give the information requested. Let the interviewer take the lead in conversation.

Pick up clues given you by the interviewer's questions or statements and use them to convince him that you fit his requirements.

Have your papers arranged for easy reference.

Avoid mention of your personal, domestic and financial problems, but respond honestly and candidly to questions. Discuss only matters related to the job.

Watch personal mannerisms: gum chewing, smoking, fiddling with purse or jingling coins in pocket-these are a few things not to do. Try to relax.

Have a definite understanding as to what is required of you before you are hired. This will avoid disappointment for you and your employer.

Be realistic in discussing wages.

Be ready to go to work, if you are asked, but show concern about giving notice to your present employer. Your prospective employer will respect you for this.

Keep up your courage if the employer doesn't take you.

EXAMPLE:

DO'S - DON'TS FOR YOUR JOB INTERVIEW

DO'S

1. Have a good night's sleep the night before so you are alert and look it.

2. Wear a suit freshly pressed, a white shirt, conservative tie and have shoes shined. Don't ever wear white socks for an interview.

3. Be at least five minutes early for your appointment.

4. Sit up straight. Learn to smile, look pleasant.

5. Look your prospective employer in the eye while you talk to him. (If you find this difficult, look at the tip of his nose; it will appear you're looking him in the eye.)

6. Sell yourself. Hold up your end of the conversation.
   A. Express your interest in working for the company.
   B. Tell about yourself, and what you have accomplished.
   C. Tell what you know about the company.

7. Ask for the job, if you want it.

8. Follow up your interview with a letter or phone call if the possibility of your being hired is open and if you are really interested in this position.

DON'TS

1. Don't smoke unless invited to smoke. (Even if invited, it may be better not to.)

2. Don't inquire about salary, vacations, bonuses, retirement, etc, until you are fairly sure that the employer is interested in you. (Even then be realistic about wages.)

3. Don't flatly refuse a position, even if you think you don't like it. You may change your mind.

4. Don't take a second person, a friend or relative, to the interview.

5. Don't be discouraged if you don't get the first or second job you seek.

EXAMPLE:

NOW THAT YOU HAVE THAT JOB - HOW DO YOU KEEP IT

When it's time for a pay raise, when promotions are in order or when dismissals are pending, you and your work will be evaluated.

Here are 18 suggestions. As you review them rate yourself on each point. The total result should give you a clue as to what your employer's overall judgment of you may be.

1. Be punctual in reporting for work and absent only when it is absolutely necessary.

2. Dress attractively appropriately at all times.

3. Critical remarks or gossip about your employer or supervisor will not increase your opportunities for advancement or even for continued employment. Your employer has a right to expect you to be loyal.

4. Accept criticism without resentment and without alibis. Everyone makes mistakes and so will you. Learn by these mistakes and be sure that you do not repeat the same error more than once.

5. On every job there are some assignments that are more appealing than others. Accept your share of disagreeable chores without complaint, without slowing down and without loafing.

6. Be considerate of other people around you - quiet, unobstructive, helpful.

7. Personal phone calls should be made or received only when absolutely necessary.

8. Time is set aside for coffee breaks and lunch periods. Stay within these limits.

9. When you are not busy offer to help someone else who is.

10. Company supplies and equipment cost money. Be thrift and careful in their use.

11. Maintain a general pleasant manner. Be cordial and responsive in relations with your co-workers.

12. The social visits with other employees should be undertaken only after or before working hours.

13. Every job is significant in a well organized business. If there is any doubt as to your job responsibilities, consult your supervisor. Ask questions until there is a complete understanding.

14. Constantly strive for improvement in the performance of your job. Learn as fast and as much as you can about the requirements of your employment.

15. Your speaking voice, your vocabulary and your grammar can hinder your advancment if they are substandard. It is a never ending challenge to better yourself in these areas.

16. Work hard and do the very best job of which you are capable.

17. Your personal problems are <u>just that</u>, keep them to yourself.

18. The business community is constantly in a state of change. Stay flexible and adjust to these changes.[19]

After Enrollment

Follow-Up Studies

Follow-Up studies of vocational school graduates are a requirement. These studies serve three general purposes. They obtain data for use in evaluating and improving the guidance program, the instructional program, and the curriculum or program of studies. These studies keep up with students who have terminated their training to be of further service to them; and, finally, they maintain and improve public relations.

Without the benefit of "feedback" received through follow-up studies the guidance program can flounder and those concerned with it will have only the vaguest notion of how well it is serving its designated purposes. The instructional program can become ineffective and the curriculum may be out-of-date or even irrelevant.[20]

Follow-up studies are an excellent means of determining if occupational guidance has been successfully performed at the area schools.

Notes

[1] Area Vocational-Technical Schools General Catalog. Volume II, State Board For Vocational Education, Division of Vocational-Technical Education, Nashville. January 1978. p. 9.

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CHAPTER 6

FEDERAL FUNDS FOR STUDENT SUPPORT AT THE AREA VOCATIONAL-TECHNICAL SCHOOLS

C.N. Nunley

EXAMPLE: MAVTS

The McMinnville Area Vocational-Technical School (MAVTS) began operation in 1966 with 82 full-time students. In the following 12 years, more than 5,000 full-time students have been enrolled. The total number of students enrolled in this period approaches 12,000, however, only full-time and half-time students will be considered in this paper since those enrolled for supplementary short courses and specialized industrial programs are not eligible for federal support funds. In the initial class of students, 90% were receiving federal funds. In the present student body, 84% are receiving federal funds. The percentage of students receiving federal support funds has consistently remained above 60% of the student body.

The following section presents a brief description of the Federal Programs that have, and are now, providing financial support to students at the MAVTS.

GI BILL

Educational benefits to qualifying veterans have been available since World War I. Various Federal legislation has made education funds available continuously since the end of World War II. The current legislation provide benefits to those who served during the

Vietnam era. The qualifying veterans can receive one and one-half month training for each month of military duty up to a maximum of forty-five months. The benefits expire ten years after his military termination date but no later than December 31, 1989. (FEDERAL BENEFITS FOR VETERANS, 1978).

Post secondary vocational education institutions such as the McMinnville Area Vocational Technical School have provided a tremendous opportunity for veterans to receive educational training earned by their military service. Although accurate statistics are not available, it is reasonable to estimate that less than five percent of veterans in the McMinnville-Warren County area would have utilized their veteran benefits if the opportunity presented by the MAVTS were not available. At least 70% of the returning McMinnville-Warren County veterans have utilized all, or a portion, of their education benefits at the MAVTS. Throughout the State, 68% of the Vietnam veterans are receiving education benefits from the GI Bill.

Aid To Dependents of Veterans

Dependents of disabled or deceased veterans may qualify for educational support under the auspices of the GI Bill.

Manpower Development and Training Act (MDTA)

Congress enacted two laws in the early 1960's designed to reduce unemployment and underemployment of disadvantaged persons. One of

these was the Area Redevelopment Act (ARA) of 1961, and the other was the Manpower Development and Training Act of 1962. Each of these laws authorized the expenditures of federal funds for subsistence and the cost of training. The Secretary of Health, Education, and Welfare was responsible for conducting training programs for each program. The MDTA amendments of 1968 consolidated the two programs and assigned administrative responsibility to the Secretary of Labor.

The MDTA authorizes a program of training workers for job opportunities. The Secretary of Labor provides through state employment services a program to test, counsel, and select workers for training. Trainees who are selected must be in one of the following categories: unemployed, underemployed, part-time workers, workers with skills that are obsolete, members of low income farm families, or youths between the ages of 16 and 22 and in need of occupational training. Before training is undertaken it must be ascertained that the trainee cannot reasonably be expected to secure appropriate full-time unemployment without training, and there is a reasonable expectation of employment upon completion of training.

There is no cost to the trainee for any training received and most trainees are eligible for additional training allowances. The maximum time for which allowances will be paid is two years (104 weeks). In general, the basic amount of the payment must not exceed $10 more than the average weekly unemployment compensation payment. An additional amount can be received for dependents and transportation costs.

Funds are authorized based on approval of a training proposal as submitted by the State Department of Employment Security and the State Division of Vocational Education. The proposal includes the following items: survey of skills required, referral of persons for training, course content of the curriculum, locations and descriptions of facilities, analysis of instructional staff, description of existing equipment and needs for additional equipment and supplies, statement of program cost, plan for job placement and follow up. (ROBERTS, 1971).

Comprehensive Employment and Training Act (CETA)

The Comprehensive Employment and Training Act (CETA) was passed by Congress in 1975 and serves as a replacement of the expired MDTA program. The two programs are so similar that, for the purpose of this paper, they will be considered as identical. However, it should be pointed out that some of the stifling characteristics of the MDTA program, involving paperwork and student supervision, have been revised to such a degree that the administrative problems at the training agency level have been greatly reduced.

Vocational Rehabilitation

Vocational rehabilitation is the process of preparing disabled persons for gainful employment and placing them in suitable jobs. The program is designed for any person with a substantial job handicap who has a reasonable chance of becoming employable. The rehabilitation program is a cooperative program between the states and the federal

government with primary responsibility for operation of the program assigned to the states.

Vocational rehabilitation services in Tennessee are the domain of the department of vocational education. The following services are authorized by the Vocational Rehabilitation Amendments of 1968: evaluation including diagnostic and related services incidental to the determinations of eligibility for and the nature and scope of services to be provided; counseling, guidance, and placement services including follow-up; training services including personal and vocational adjustments, books, and training materials; reader services for the blind and interpreter service for the deaf; and recruitment and training services to provide rehabilitation clients with new employment opportunities in appropriate employment.

In addition the following services are available to those who are unable to pay for or secure the services from another source: necessary physical restoration; maintenance during rehabilitation; occupational licenses, tools, equipment and initial stocks and supplies; management supervision of small businesses; construction, establishment, or provision of rehabilitation facilities; transportation for rehabilitations services; any goods or services necessary to render a handicapped person employable. (ROBERTS, 1971).

Basic Educational Opportunity Grant Program (BEOG)

The Basic Educational Opportunity Grant Program, (BEOG), is a Federal Aid program designed to provide financial assistance to those

Eligibility for participation in the TOPS programs is limited to farmworkers and their dependents who have, during the 18 months preceeding their application for enrollment:

1. Received at least 50% of their total earned income as agricultural workers during any consecutive 12 months period.
2. Have been employed in agriculture on a seasonal basis.
3. Have been identified as economically disadvantaged by the following criteria:
   a. Member of a family which receives cash welfare payments or
   b. Member of a family whose family income in relation to family size does not exceed the poverty level determined in accordance with criteria established by the U.S. Office of Management and Budget. (Tennessee Opportunity Programs, 1977)

TENCO

TENCO, the acronym for Ten Counties, is a private non-profit corporation funded by the U.S. Department of Labor. The TENCO program is identical to the TOPS program with only one exception. Thirty percent of the TENCO clients can be selected from the general category of disadvantaged who are not seasonal or migrant farmworkers. (Manpower Project, 1978)

who need it in order to attend post-high school educational institutions. The Basic Grant is intended to be the basis of a financial aid package to be combined with other forms of aid in order to meet the full costs of education. The amount of the Basic Grant is determined on the basis of the students and his families financial situation. Eligible students at the MAVTS may qualify for a grant up to a total of seven hundred sixty dollars per year. (Application for 1978-79, BEOG, 1978)

Tennessee Opportunity Programs (TOPS)

Tennessee Opportunity Programs, Inc. (TOPS) is a private, non-profit corporation offering a full range of manpower and supportive services to seasonal and migrant farmworkers. Funds for services and staff are provided by the U.S. Department of Labor.

The TOPS program has two primary objectives.

1. Provide services to migrant and other seasonally employed farmworkers and their families who wish to seek alternative job opportunities to seasonal farmwork which will equip them to compete in other labor markets and to secure stable year round employment providing an income above the poverty level.
2. Provide services necessary to improve the well being of migrant and other seasonally employed farm workers and their families who remain in the agriculture labor market and/or to upgrade their skills to enable them to take advantage of job opportunities created by changing agricultural technology.

Social Security

Social Security benefits for educational purposes are available to those students who are eligible for either of the following reasons:

1. The head of the household deceased.
2. The head of the household disabled.

Some disabled students may also qualify for direct Social Security benefits. Additional Social Security funds are provided those recipients who are declared as disadvantaged.

WIN

WIN is a program funded with both State and Federal money, and is operated by the State for the purpose of providing training and jobs for recipients of Aid to Families with Dependent Children. (AFDC). (WIN and YOU, 1977)

Summary

Two primary questions surface in any consideration of Federal funds used to support students in a school such as the MAVTS. The first is a question for the community as a whole and for each individual taxpayer in particular. Does the use of tax dollars to support students in vocational training programs provide a reasonable return? The second question is of major concern to the school administrators. Can the school survive without the students attracted by the Federal support funds?

A State of Tennessee advertisement for vocational education proclaims that vocational education does not cost, but instead it pays. The author of this paper conducted a brief survey at the MAVTS in 1974 to attempt to statistically justify the advertisement stated above. Students enrolled in the evening machine shop and welding programs were surveyed to determine what additional financial returns could be attributed to their participation in vocational training programs. Most of the students were employed at the time they enrolled, so their gains were based on the difference in pay between the beginning of training and the completion of training. The financial change of those students who had never been employed was considered to be the difference between the pay they received on their first job after completion of training and minimum wage. It was assumed they would have received employment at minimum wage if they had not enrolled in a training program.

Detailed results of the survey are no longer available, however, the overall results of the survey are as follows:

1. Machine shop students employed prior to enrollment in a machine shop job. 30% increase
2. Machine shop students employed prior to enrollment in a machine shop related job. 20% increase
3. Welding students employed prior to enrollment in a non-welding job. 60% increase
4. Welding students employed prior to enrollment in a welding job. 25% increase

5. Machine shop students unemployed at the time of enrollment but assumed to be employed at minimum wage. 40% increase

6. Welding students unemployed at time of enrollment but assumed to be receiving minimum wage. 72% increase

The increases would be even larger if the survey was conducted today. This is especially true for welding students, since there have been several students in the last two years, who have completed the welding program and increased their earnings by more than 400%.

These statistics are ample evidence that the Federal funds for student support should be considered a reasonable investment of tax dollars. Assuming the students tax payments are increased proportively to his increase in pay, the money expended on training will soon be returned to the Federal Treasury.

A much more serious question to the administrators of the MAVTS is the question of school survival without the student support funds. It would seem to be a remote possibility that all Federal support for students would be eliminated; however, the GI Bill, as presently structured, will phase out within the next five years. Since the GI Bill is the major contributor of student support, the impact of its elimination must be examined.

Very few veterans enrolled in the MAVTS are there just to qualify for the GI Bill, however, very few of them could be enrolled if the funds were not available. This is not a contradiction. Many of them could not afford to attend school without the additional money, and to others the funds contribute slightly to required motivation.

Although a survey has not been conducted, I would estimate that no more than twenty percent would be enrolled if they were not eligible for the GI Bill. Therefore, phasing out of the GI Bill would eliminate approximately one hundred and twenty students, approximately one-third of the student body.

In order to compensate for the loss of funds, the administrators of the MAVTS must devise a course of action composed of the following elements:

1. A continuation of quality up-to-date training programs that produces graduates capable of more than satisfactory on-the-job performance
2. A two-level system of articulation allowing progression from secondary vocational programs into the Area School System and from the Area School System into the Community Colleges and other institutions of higher education
3. An active recruitment program based on the significance of acquiring a skill as both an honorable means of earning a livelihood and as an integral segment of total education
4. An industrial relation program designed to emphasize the significance of quality training as a vital part of industrial efficiency
5. A public relations program that provides a basis for active community, industrial and business involvement in the total school program
6. A placement program that maintains open communication with all job sources and employment agencies

Such a program as just described will assure that the MAVTS will continue to be a viable institution even with the total elimination of student support funds.

The following is a statistical summary of students receiving Federal support funds at MAVTS:

Veterans receiving benefits from the GI Bill	151
Aid to dependents of veterans	8
CETA	43
TOPS	13
TENCO	20
Vocational Rehabilitation	10
Social Security	14
BEOG	22
Total:	281

Only 48 students currently enrolled are not receiving educational support funds.

The amount of the funds received by all students is difficult to determine. The allowances received by recipients of funds from CETA, TOPS and TENCO include, in addition to the basic payment, travel allowances, meal allowances, and supply money, all of which may vary with the individual student. Vocational Rehabilitation provides money only for travel, meals and supplies. Benefits received from the GI Bill and Social Security is a specified monthly amount based entirely on the number of dependents of the recipient.

Students are not required to divulge the amount of financial aid they receive. However, from unsolicited information received from some students and other information received from the various agencies supplying financial aid, it has been estimated that the average payment received is approximately $2.10 for each training hour. The 281 students receiving financial aid attend school a total of 7,830 hours each week. Therefore, the total amount of funds received per week is in excess of $16,400.

Since 85% of the current student body is receiving some form of Federal Aid, it is only logical to assume that every aspect of school administration, organization and supervision would be affected to some extent by these aid programs. The following list provides a brief glimpse at some of the major areas affected in both a negative and positive manner.

Advantages Of Federal Aid

For Student Support

1. Quality of students - The majority of students enrolled in training programs under the auspices of the GI Bill are dedicated, well-adjusted students with a clear understanding of their objectives. This type student provides a stabilizing influence in the general training situation. Perhaps this is one reason for the overall success of the MAVTS. Many students in the other aid programs exhibit these same characteristics.

2. Recruitment - The continuous influence of students attracted

by the federal funds has eliminated the need for student recruitment.

3. Guidance and counseling - The guidance and counseling service provided by the federal program administrators provides assistance to school guidance personnel.

Disadvantages of Federal Aid For Student Support

1. Paperwork - At least five percent of an instructors time, and twenty percent of the secretarial staff are required to maintain the flow of paperwork required to administer the federal fund programs.

2. MDTA programs - MDTA and CETA funds have been available for individual students in regular programs or for an entire class of students in a special program. The success of the special programs has, at best, been marginal.

3. Program coordinator - The typical administrative problems involved in coordination between agencies is compounded by the variety and number of agencies involved.

4. Staff complacency - The continuous supply of quality students produces a complacent attitude concerning placement and recruitment. The problems created by this attitude will be apparent when the GI Bill expires.

Conclusion

Federal funds for support of students enrolled in educational

programs at the MAVTS have certainly had an impact on the organization, supervision and administration of the school. Each program presents its own unique problems, however, I believe the overall success of the school is directly related to the availability of the programs to assist deserving students.

The aid programs have had a positive impact on the community at large. Not only does the training produce workers whose increased earning power increases the communities tax base, but the more than $750,000 received directly from the aid programs each year is comparable to the annual payroll of a substantial industry.

I believe that the Federal programs for support of students enrolled in Vocational Education have proven to be the most efficient and successful social programs developed by the Federal Government. It is currently fashionable, and understandable, for many taxpayers to decry the use of tax dollars for any social program. In view of this fact, it is the responsibility of vocational educators to make their communities aware of the fact that their tax dollars going to the support of vocational education is neither wasted or lost; but instead, it is an investment that returns substantial dividends to both the recipient and the taxpayer. Vocational Education, it doesn't cost..... it pays.

The success and survival of the MAVTS has certainly been enhanced by student aid programs. Without them progress would have been much slower. The necessary ingredient for successful post secondary vocational education programs is acceptance by industry, Industrial

acceptance of the MAVTS can be primarily attributed to the Schools ability to provide not only skilled workers but also workers with stability and an understanding of the work ethnic. These latter attributes, stability, and a desire to work, are qualities posessed by a large number of the older and more mature students who qualify for the Federal support funds. This is particularly true for the returning veterans attending school under the auspices of the GI Bill.

Post secondary vocational education in these early years of operation has emphasized skill training at the expense of attitude modification. With the expected phase-out of the GI Bill and the possible reduction of other Federal programs, the students participating in post secondary programs will be younger with less work experience. Thus, the role of post secondary institutions must focus on instilling a desirable work ethnic in all students. The luxury of operating without this responsibility has fortunately provided time to examine the complexities of attitude modification in a vocational training situation. Hopefully, the knowledge gained in these years has allowed for the development of innovative programs that will prove as effective for the student of the future as the traditional programs have been in the past.

Nevertheless, the MAVTS is prepared to continue operation as an efficient, quality vocational education institution with or without the benefits afforded by Federal funds for student support.

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CHAPTER 7

PURCHASING AND BUDGETING IN THE AREA VOCATIONAL-TECHNICAL SCHOOL SYSTEM

Ernest Arthur McAdams, Jr.

History

The first centralized purchasing agency to handle purchases for a large group of state agencies was established in 1923. The organization of this agency, called the Department of Standards and Purchases, and its responsibilities have been altered several times during the years. The central purchasing concept was expanded to its present form by an act of the Legislature in 1953. This act also created a Board of Standards whose duties include approval of policies and procedures used by the Purchasing Division.

The current organization was established by an act of the Legislature in 1972 that created the Department of General Services. The purpose of this act was to place certain service oriented staff functions, including purchasing, under the administrative control of a single department. This agency functions as the Purchasing Division of the Department of General Services. It receives its authority and operating guidelines from the state organization and purchasing statutes.

SPECIFIC STATE SYSTEMS RELATED TO PURCHASING AND BUDGETING IN AREA SCHOOL SYSTEM

A. Department of General Services

Section 4-330 of the Tennessee Code Anotated (TCA) outlines the makeup and responsibilities of the Department of General Services

in this way. The Department of General Services shall coordinate and administer the state's purchases, personal properties, printing and motor vehicle facilities, surplus property, and general public works services, and will provide for state agencies all additional support services which are not assigned by law to specific departments.[1] Since the responsibilities of this department are so numerous, we will limit our discussion only to those concerning purchasing and budgeting for Area School Systems which fall under the Division of Purchasing and Administration.

B. Board of Standards

Section 12-301 of the TCA created the Board of Standards and reads as follows:

> "There is created a Board of Standards which shall consist of the Commissioner of General Services, the Commissioner of Finance and Administration, and the Comptroller of the Treasury. The Commissioner of Finance and Administration shall be the Chairman of the board and the Commissioner of General Services shall be the secretary and as such shall be responsible for the keeping of the records of the Board of Standards. The members of this board shall serve without additional compensation."

Section 12-302 of the TCA sets forth the duties of the board as follows:

> "It shall be the duty of the Board of Standards to examine and approve standard specifications for all materials, supplies and equipment purchased or to be purchased for the use of the state government or any of its departments, institutions or agencies in the manner hereinafter set forth; and to examine and approve the rules and regulations governing the operation of the Department of General Services as hereinafter provided."[2]

C. Purchasing Division

The purchasing function as defined by statutes is extended to include the total supply concept involving such related activities as receiving, inspecting, storing, inventorying, controlling and disposing of surplus or unusuable stocks of materials and equipment. The Purchasing Division is charged with the responsibility of exercising controls and maintaining surveillance over the operating agencies to ensure that all purchasing and purchasing-related activities are accomplished in accordance with the statutes and such policies and procedures as are adopted by the Board of Standards.

In addition to overseeing all state purchasing, the Purchasing Division is required to distribute a Purchasing Procedures Manual and a General Catalog of supply items to all qualified agencies within the state.

REGULATIONS

A. Purchasing Procedures Manual

The Purchasing Procedures Manual is required by statutes (TCA 4-3306). The manual contains policies and procedures developed by the Purchasing Division and approved by the Board of Standards. The function of this manual is to provide a single source for all information required for supervision of the purchase function. The manual is distributed to or through the person designated by the head of each agency as the person within his agency responsible for procurement.

B. General Catalog

The Purchasing Division is charged with the responsibility of developing standard specifications and establishing term contracts based on competitive bids for use by state agencies. Standard specifications and general contracts are distributed as a part of the General Catalog System. The system includes instructions and an alphabetical index that contains most of the items of equipment, materials, supplies and services that are required in the operation of state agencies. The catalog contains copies of all term contracts established by the Purchasing Division. Classification of all items is made by use of the Tennessee Supply Classification Code.

C. Tennessee Supply Classification Code

The Tennessee Supply Classification (TSC) System has been developed by the Purchasing Division and adopted by the Board of Standards for use in classifying bidders' applications, procurement documents and items of supply. The TSC system was developed from the Federal Supply Classification System, and the FSC indexes and GSA Catalogs may be used as guides. Final classification must be made from the TSC system since significant modifications have been made.

The TSC system is a commodity classification designed to serve the functions of procurement, storage and issuance and is sufficiently comprehensive in scope to permit the classification

of services and all items of personal property. In order to accomplish this, the full range of commodities is divided into groups of related items.

The TSC system utilizes an eleven (11) digit code sturcture. Code numbers are assigned to each division to make it possible to expand the number of groups, classes, sub-classes, and items as it becomes necessary. The underlined digits of the TSC numbers below identify the division that is listed opposite the number:

TSC Number	Division	Example
7530 - 030 - 3010	Group	Office Supplies and Devices
7530 - 030 - 3010	Class	Stationery
7530 - 030 - 3010	Sub-Class	Envelopes
7530 - 030 - 3010	Item	No. 10 Kraft 20# Mail Envelope

TERM CONTRACTS

Term contracts are contractual agreements established by the Purchasing Division between the State of Tennessee and suppliers. These are called term contracts simply because they are an agreement to supply specific commodities for a stated period of time or term of the contract.

Section 12-315 (TCA) states, "No term contracts shall be negotiated nor entered into without competitive bidding."[3] Such term contracts must contain a provision giving the state the right of cancellation at any time with no more than ninety (90) days notice. The Board of Standards must approve all such term

contracts and at the contract year must approve the continuance of such contracts or renegotiate a new contract.

There are two types of term contracts: the General Contract and the Departmental Contract, which are explained further in this section. Neither of these types of contracts is to be for periods of time less than three months nor more than twelve months with the following exception: Certain high expenditures contracts in areas of inelastic supply and cost may be entered into for periods up to five years with approval of the Board of Standards.

A. General Contracts

General Contracts are established for commonly used items for all state agencies. These contracts are generally for one year and are competitively bid and awarded. Once awarded and distributed in the General Catalog, all state agencies may order from the listed goods and services. It is unlawful for any state agency to purchase any supplies, materials, equipment or services covered by General Contract from any other source except under emergency circumstances or with the exception that will be explained later.

B. Departmental Contracts

State agencies may submit requests to the Purchasing Division for the purchase of items, on a term contractual basis, that are not available from the General Contract. These contracts shall be competitively bid and awarded to the lowest and best bidder.

Departmental Contracts cover a specific item which is usually peculiar to one agency. These contracts may only be used by the specific agency that requested the contract.

METHODS OF PURCHASING

On May 11, 1978, a major change was implemented in respect to purchasing for the State Area Vocational-Technical School. The 91st General Assembly enacted SB 3300, substituted HB 2435, which provides limited fiscal and personnel independence for the State Area Vocational-Technical School System and the State Special Schools. This act became law on May 11, 1978, upon signature of the Governor. This legislation requires that purchasing procedures for the implementation of the legislation be approved by the State Board of Education and the State Board of Standards.

Internal guidelines for implementation by each using agency will be developed in accordance with these proposed procedures.

There are two distinct methods of procurement available to the Area School Systems: Those items purchased from the GCI contract and those items purchased that are not on a GCI contract. There are several different methods of purchasing items under these two methods. Each of these methods will be explained in depth, as follows:

A. Purchases Made from GCI Contracts

Since state statutues (Williams 370.11) require the Purchasing Division to establish the GCI contracts for use by all state agencies,

they also make it unlawful to purchase these contracted items from other sources with the following exception: Purchases will be made from the GCI contract where such exists unless the school can obtain the same commodity, meeting or exceeding the specifications on the GCI contract, at a lower price.

Purchases made from GCI contracts constitute the major part of those made by area schools. There are two methods of purchasing from GCI contracts: The Departmental purchase Order (DPO) and the Confirmation Purchase Order (CPO).

1. Departmental Purchase Order (DPO)

   A Departmental Purchase Order is used to order supplies from a GCI contract. It is prepared by the school and forwarded to the Purchasing Division who in turn commits the amount of the purchase order against the school budget. The DPO is then forwarded to the contract vendor. The vendor will ship the supplies directly to the school.

   DPO contracts will be used only if the purchase total exceeds $1,000. One of the biggest objections to the use of the DPO is the time element between initiating the order and receipt of the supplies. Prior to May 11, 1978, it was not unusual for three to four months time to elapse before receipt of supplies ordered on a DPO contract.

2. Confirmation Purchase Order (CPO)

   A confirmation Purchase Order is used, as the name implies,

to confirm a purchase made from a GCI contract. This method of purchasing is designed to speed up the schools purchasing process by eliminating the need for the purchase document passing through the Purchasing Division. Orders from general contracts for amounts up to $1,000 may be placed with the contract vendor by the school without having to go through the Purchasing Division.

The procedure for making a purchase using a CPO contract is as follows: The contract vendor is contacted either by phone or in person. The order is placed giving the vendor the TSC number of the item desired, the contract number, the quantity and the price. At this time, a purchase order number is assigned to this purchase by the school. This number is reserved by the school until such time as the items are received by the school and the invoice received. A confirmation of the items purchased and received is initiated by the school and forwarded to the Purchasing Division for payment.

The CPO contract is destined to become the prime method of purchasing from the GCI contracts. As it was stated earlier, a school can purchase up to $1,000 from a contract vendor without first going to the Purchasing Division for approval. In very few instances would it be necessary to purchase more than $1,000 worth of any item at one time. Therefore, instead of ordering a six months supply of an item, a CPO can be initiated more often for a lesser amount of the

item. There are stipulations that State Statutes place on CPO purchases. When the purchase of items of less than $1,000 is foreseen to be repetitive to the extent that total purchases of a specific type of commodity will exceed $1,000 for a single calendar month, the using agency will procure the items through the Purchasing Division. Secondly, invoices will not be "split" in order to make a purchase of more than $1,000 seem less. An example of split invoices would be an item costing $1,250 with two invoices each less than $1,000 but the total of both adding to $1,250.

In the majority of the GCI contracts one of the terms is that any order that totals $50 or more will be shipped with the freight prepaid. If the total is less than $50, then, the participating school must pay the frieght. Therefore, it is advantageous for the school to try to make each CPO total $50 or more. Sometimes this is not practical since $50 worth of some items would be entirely too much.

B. Purchase of Items Not Included on GCI Contract

There is a second class of procurement available to the Area School Systems. This is the procurement of items for which there has been no contracts let by the Purchasing Division. There are two methods of purchasing these items: The CPO Local and the Requisition.

1. CPO Local

In establishing purchasing procedures, the Purchasing Division realized that the Area School Systems needed a means of obtaining those items necessary for day-to-day operation. They further realized that it would be impossible for the schools to anticipate all of their supply needs and place orders to have supplies available at all times. The CPO Local was also designed to speed up the school's purchasing process by eliminating the need for the purchase document passing through the Purchasing Division.

There are four categories of purchases under the CPO Local. Each of these are explained on the following pages.

(a) Purchases up to $100. For these purchases, the most economical source should be found and the purchase initiated. The vendor should be instructed to send an original copy of the invoice to the school address. The vendor is given a purchase order number which is prefixed with the letters "LP" which designates it to a local purchase. Upon the satisfactory receipt of the materials ordered and the receipt of an original and three copies of the invoice, the invoice may be processed for payment.

(b) Purchases from $100 to $200. In this range it is necessary to obtain three competitive bids. These

may be telephone quotes with the order being placed with the low bidder. The bids or a record of the quotation are filed as a part of the transaction file. Written confirmation of bids will be required from the successful bidder only. The same procedure is used as described in item (a) above.

(c) Purchases from $200 to $500. In this range it is also necessary to obtain three bids. The only difference is that all three must be signed bids. The policy shall be to give every prospective bidder an equal opportunity to bid. Due to the sometimes larger number of interested bidders, it is often necessary to select the vendors to whom invitations are mailed. The selection is based primarily on geographical locations, past performances, and the systematic rotation of vendor files maintained by the school. All bids shall be reviewed and a school purchase order issued to the lowest responsible bidder meeting specifications.

(d) Purchases from $500 to $1,000. In this range it is also necessary to take signed quotes. The minimum number of invitations to bid that are required to be sent to prospective bidders shall be, whenever possible, one invitation per $100 in estimated value of the purchase. This is due to the larger number of interested bidders.

As of this date, the Purchasing Divsion has not given final approval for purchases in this range.

2. Purchase by Requisitions

The requisition is used to order items of supplies that are not on one of the GCI contracts and when the number of items or the total cost of these items precludes use of the CPO local. The biggest objection to the use of the requisition is the time element between the generation of the requisition and the receipt of the items. It is not unusual for this time element to be from three to four months. With a delivery time length, it is very hard to predict needs three to four months in advance. This compounds the problem of keeping supplies available at all times which results in the school "running out" of the supplies at various times.

The procedure for submitting a requisition is as follows. The requisition is prepared by giving a complete description of each item, the quantity of each item requested, an estimated total cost of each item, the TSC number of each item, the object code for budgeting and at least three suggested bidders.

The requisition is then sent to the Purchasing Division, who in turn retypes the information on a "request-for-quotation" form. Next these forms are sent to several vendors whose names are on the State Approved Bidders List. These vendors are given thirty days to return the quotation form to the

Purchasing Division. The Purchasing Division reviews these quotes and awards the purchase order to the lowest bidder. The award of the order is based on more than just the lowest bid. Purchasing must look at the vendors record of delivery, the delivery time quoted by the vendors and the specifications of the items quoted as well as the price.

Once Purchasing has awarded the bid to a vendor they prepare a purchase order and forward it to the vendor. The vendor is then authorized to ship the supplies to the area school that submitted the requisition. Even though the vendor must state a delivery time in his quotation, too often he does not meet the date. The Purchasing Division does not check to see if the deadline is met. The responsibility lies with the area school submitting the requisition. The school has no authority to force delivery if the vendor has exceeded the delivery date. The only recourse is to file a "Complaint to Vendor Form."

The "Complaint to Vendor Form" is used to report instances where the vendor fails to perform in accordance with the terms of the purchase order. This includes failure to perform by the date specified or within a reasonable length of time or any unacceptable differences between the receiving copy of the purchase order and the merchandise received. A reasonable effort to resolve the problem should be made by the school before filing a "Complaint to Vendor Form."

The vendor is required to reply in seven days. The Purchasing Division is to act to secure a definite commitment of action by the vendor if a reply is not received. Failure to reply may result in removal of the vendor from the approved mailing list of bidders.

3. Emergency Purchase Procedures

Section 12-324 (TCA) describes emergency purchases as those purchases arising from unforeseen causes including, but not limited to, delays by contractors, delays in transportation, unanticipated volume of work and acts of God.[4]

When needs arise due to emergency conditions and time does not permit the use of normal purchase procedures, the Commissioner of General Services, with the approval of the Board of Standards, delegates to the commissioners of the various departments and agencies the authority to authorize emergency purchases to meet those needs.

The procedure for emergency purchases is as follows:

Before any emergency purchase is made that would likely involve an expenditure of more than $100, secure authorization by phone from the Central Office. If approval is granted, notification will be given by phone and confirmed by mailed copies of the approved "Emergency Authorization Form." Specific instructions will be given on each emergency purchase. Competitive bids may be secured by phone and recorded whenever the amount involved does not exceed $200. When the amount

exceeds $200, written bids shall be secured. An attempt should be made to secure three bids for each emergency purchase. This may not always be possible, and if so, it should be stated on the Record of Bids. Then, the purchase should be made from the low bidder.

4. Petty Cash Account

A petty cash account has been authorized for each State Area Vocational Technical School. The purpose of this account is to enable the Superintendent to make incidental purchases which cannot generally be secured from firms to whom a contract has been issued and to make purchases of items which cannot be anticipated far enough in advance to plan on requisitioning.

Prior to December 1, 1978, a bank account with a $250 balance was established for each area school with the restriction that no single purchase could exceed $15.

However, on December 1, 1978, the Central Office increased the account balance to $1,000 and increased the limit on single purchases to $100. This is a great benefit to the area schools in overcoming some problems the schools have encountered. Some vendors, for example, are reluctant to sell to the area schools because of the time element involved between the purchase and the receipt of payment. With the new limit of $100 for any single purchase, the school can now pay for the items ordered within a reasonable length of time. This will help to improve the school's image in the community.

The school purchase order is used for purchases made through the petty cash account. An original invoice is requested from the vendor. Receipt of the supplies on the invoice is verified and a check prepared for the amount of the invoice. Checks, under no circumstance, will be made payable to an individual nor exceed $100 in value. The Superintendent is the only person authorized to sign petty cash checks.

Once each quarter a "Summary Report of Expenditures" is prepared and forwarded to the Central Office. Upon receipt of this report the Finance Division will issue a warrant to the school bringing the bank account balance to $1,000.

A bank statement should be obtained at the end of each month's operation and the petty cash account reconciled in the school office. It is not necessary to report this reconciliation to the Central Office, but a record should be kept on hand for possible audit.

Petty cash accounts are intended to supplement, not to replace, the normal methods of making purchases.

BUDGETING

The budget for the area schools is prepared at the State Coordinator's office and distributed to the Superintendent of each school. The budget for all area schools cannot exceed the funds

appropriated by the General Assembly plus any additional Federal funds which may be appropriated by Congress.

The budget for each school is prepared utilizing a system referred to as a "continuing" budget. Under this system each line item from the preceding year is increased by an amount that will offset the rise in prices due to inflation. If there is additional money available, this is also added to the budget.

The State Coordinator provides a budget for each school annually, but expenditures are programmed on a quarterly basis. Funds are allocated to each school on a line-item basis. Some of the funds may be transferred from one line item to another at the request of the Superintendent and approval of the State Coordinator. Other line items such as equipment, payroll and employee benefits cannot be used for other purposes.

The area school is asked to supply figures on capital outlay planned for the year and a list of any equipment needed that will cost over $1,000.

Each school may make recommendations regarding new programs or other expenditures which are evaluated by the State Coordinator. Priorities are established by his office. He in turn prepares a line item budget for each school. The final budget must be approved by the Commissioner of Education.

Line items of the budget are further broken down into classes called object codes. These provide a further classification for training supplies, maintenance, printing and office machine repair, to mention a few.

A "Quarterly Summary of Expenditures" is prepared after the ending of each quarter and forwarded to the Central Office. The "Budget" column should indicate the actual amount shown in each object on the current budget. The "Expended" column should show the actual expenditures in each code.

CONCLUSION

Purchasing in the Area School System follows basically the purchasing procedures as established by the Purchasing Division for all state agencies. The granting of limited physical independence by the Legislature has brought about several changes in purchasing procedures. These changes or special conditions are for use only by the Area School Systems and the Special Schools included in the legislation.

All other state agencies must follow the standard State Purchasing Procedures.

REFERENCES

1. General Catalog, Department of General Services, State of Tennessee, April 1, 1974, Section H, Page 5.

2. Purchasing Procedures Manual, Department of Education, State Area Vocational Technical School, 10-20-1978, Page 6.

3. General Catalog, Department of General Services, State of Tennessee, April 1, 1974, Section H, Page 11.

4. General Catalog, Department of General Services, State of Tennessee, April 1, 1974, Section H, Page 14.